



Community Video Review Panel Summary Report Training Academy Videos - Arrest and Control Videos 4, 5, 6, and 7 July 20, 2020

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review session – Arrest and Control Videos 4, 5, 6, and 7 on July 20, 2020.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) restarted on Monday, July 20, 2020, 5:30 p.m. to 8:45 p.m. This meeting was the first to use the new “360” video review process framework, agreed upon by the Panel during the “Project Reset” meeting on July 13, 2020. The new framework along with several other changes noted in last week’s report entitled “Community Panel Review – Training Academy Video Panel Review – Project Reset – July 13, 2020” are intended to promote greater efficiencies during the meetings and a higher quality outcome of the reviews.

Summary of Progress and Panel Recommendations

- The Panel reviewed and provided commentary/recommendations for Arrest and Control Videos 4, 5, 6, and 7.
- Some of the highlighted themes from the video reviews include:
 - Over representation of Afro-American and Latinx suspects
 - Can promote a bias of “us versus them” (law enforcement versus public) mentality and fear of the public
 - Focuses too much on “what not to do” scenarios that typically end in negative outcomes
 - Concerns with generic commands that can be misunderstood
 - Poor quality videos that detract from the educational experience
- Below is a partial list of the recommendations:
 - Select videos that represent the demographics of the public being served
 - Inclusion of positive outcomes to promote a complete picture
 - Elimination of suspects names and race
 - Better quality videos to fully comprehend actions taken police and suspects
 - Edit videos where applicable to render them more effective by removing biased content

- The Panel received great support from the guest APD training instructors who attended the meeting.

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
4	Citizen Helps Officers Take Down Suspect	10:21	None
5	Officer Placed in Choke Hold	3:11	Shots Fired
6	State Police Shooting	2:01	Subject Tased, Officer Shot
7	Walmart Parking Lot	8:52	Brawl, Shots Fired

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Miriam Conner	Community	Yes
Nakia Winfield	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	City - Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes
Travis Joyner	City - APD	Yes

III. Video Review Process and Discussion

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel views the video.
3. Training officer can provide additional context.
4. Panel discussion.
5. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
6. Panel is provided the opportunity to complete online survey.
7. Panel recommendations recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #4 Arrest and Control – Citizen Helps Officers Take Down Suspect

Officer Travis Joyner provided context and commentary of video before and after it was viewed.

Video Summary and Context – The video is part of group of Arrest and Control videos. This particular video is of a vehicle pursuit. The video is used to demonstrate single and two officer control by using a high/low concept. A civilian assist midway through the altercation and immobilizes the suspect's legs. Two officers were initially trying to control the suspects' arm; however, the tactic was not effective. The bystander gets both of the suspect's legs and assists in getting the suspect under control. This is similar to what is taught in the Academy and trying to keep suspects from getting back on their feet.

Sometimes bystanders complicate the situation because it deals with an unknown. In this video the guy came in on his own and the officers did not have the discretion to ask for assistance. Sometimes people come up and ask if they need help and the office has discretion to accept or decline the offer. In Arrest and Control classes it usual not brought up, but it is raised with Cadets as far as people coming to assist and how often that occurs and it is a good thing or bad thing. We point out the officer should have grabbed the legs. Officer Gary Carrillo indicated bystander intervention is covered in Use of Force.

Community Panel Discussion – The Community Panel had many questions and comments based on the discussion, some of which were very similar. The Panel's questions and comments are consolidated and listed below, along with APD comments where applicable.

Community Panel – Bystander intervention can get complicated and there are concerns the intervention demonstrated in the video introduces an unknown element that could affect the safety and health of the bystander, police and suspects.

Community Panel – This journalism (television) video with commentary detracted from the educational value of the video (versus bodycam video) framed the video as heroic act by the bystander versus instructional techniques.

Community Panel – There are people who have the luxury to actually be bystanders without people thinking that they will be more aggressive to police officers as opposed to people that don't have that same luxury. The implication is that race can play a part in this grace.

Community Panel – Would be best to edit the video and just show the defensive techniques and show again in another session where it would be shown regarding civilian interaction to cadets how the perception and interpretation of what is happening might change.

Community Panel – The way in which the video participates a in larger narrative with regard who are the "good guys" and who are the "bad guys". If you were going to use this video you would discuss it with the cadets in terms of who tends to support the police and who doesn't. There are larger social dynamics involved and how the people around them are going to be leading and responding to situations.

Community Panel – In the videos, we are seeing an over representation of Afro-American and Latinx, we do see some Caucasian portrayed, but the majority is Afro-American and Latinx and a wave of biases unintended or intended around this repetitive narrative.

Community Panel – Panel discussed video edits to make it more effective.

- APD's Response – Lt. Eve Stephens indicated video edits were possible.

Community Panel – Perhaps “stunt moves” videos could be used.

Community Panel – The quality of the video detracts from its value.

Community Panel – Is this a form of intervention what you would want civilians to do in this situation?

Video #4 Arrest and Control – Citizen Helps Officers Take Down Suspects	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The role of bystanders is portrayed as heroic, but when bystanders are filming officers, they are not portrayed in the same light. This demonstrates a bias depending on the role that the bystander is playing.
2) What, if any biases did you see represented in the video?	The role of bystanders is portrayed as heroic, but when bystanders are filming officers, they are not portrayed in the same light. This demonstrates a bias depending on the role that the bystander is playing. This is focusing more on the civilian intervention than the techniques applied
3) Are there any patterns in the videos you see?	Across the videos, the race of the subject seems to be a majority of people of color.
4) What would you edit in the video?	Eliminate the mugshot and the video title. Get rid of the voice over commentary and the "commendations" footage Use the parts of the video that focus on the defensive techniques.
5) What type of video should be selected or edited to provide a more equitable lens?	The consensus of the panel is that this video is acceptable if the recommended edits (remove names and race).
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, with editing. Eliminate the mugshot and title. Put emphasis on the tactic being used and not on the fact that it was a bystander doing it. Do not make it apparent that the subject was Latinx Find other footage if possible that focuses on the physical techniques being taught.

Community Panel Recommendations

Video #4 Arrest and Control – Citizen Helps Officers Take Down Suspects

Recommendations:

- 1. Fully integrate bystander support implications into the curriculum to cover the potential impact to bystanders, suspects, and police and include authentic conversations around race.**
- 2. Cut out the info about the bystander, the mug shots, the info about the bystander and focus on the physical technique being taught OR find alternative footage, even a stunt type video, that could demo this technique. This video does not meet the specific learning objective well.**
- 3. Remove commentary/journalism/talking heads from the videos as it distracts from the educational content and could promote biases (us versus them).**
- 4. Eliminate names and race of suspects.**
- 5. Increase the quality of the videos to enhance the training effectiveness to fully comprehend actions taken by police and suspects.**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936
Mark Spangler

Date 1/4/21
 1-6-2021

Explanation:

The role of 3rd party intervention and summoning aid from a civilian is discussed during Use of Force training during the practical application videos. Theses discussion points will be formalized into Learning Objectives. The Department will make the recommended edits to the existing training videos or find new training videos that meet the panel's recommendations.

Video #5 Arrest and Control – Officer Placed in Chokehold

Officer Travis Joyner provided context and commentary of video before and after it was viewed.

Video Summary and Context – The officer has made a traffic stop and the subject has a warrant. The officer goes to get the subject out of the car to place him under arrest. An altercation ensues and they get on the ground where the suspect places the officer in a chokehold.

We breakdown on how to approach the suspect to safely handcuff the suspect, the type of positions to use to counter an ambush punch/sucker punch, how to escape a rear chokehold, how to control in a clench, escape, or to avoid being taken down on the ground, and once on the ground, what position to avoid to get in a chokehold and how to fight out of it and retention of tools (guns, tasers).

The mindset is this is a pretty long and drawn out fight and the officer's gun comes out and a round is discharged.

Officer Joyner indicates a lot of specific techniques are taught for Arrest and Control, including retention of tools and how to stop yourself from being taken down.

Community Panel Discussion – The Community Panel had many questions and comments based on the discussion, some of which were very similar. The Panel's questions and comments are consolidated and listed below, along with APD comments where applicable.

Community Panel – What discussions are had regarding officers pleading another officer to use deadly force? The officer was saying shoot, him shoot him.

- APD's Response – The officer has to make a reasonable determination that their use of force or whatever would be objectively reasonable. Just because someone is yelling something, they still have to make that decision. Each individual officer has to articulate their use of force and their action in general

Community Panel – Video quality makes it hard to understand what is going on

Community Panel – Understand why you might want to show this video because it goes on for so long and you want to emphasize you could wear yourself out and you want to keep a winning mindset. This has to be balanced because videos like this tend to perpetuate a sense of fear. If you are going to use this to exemplify a winning mindset, you have to balance that by talking about how this training may instill the kind of attitude about the population you are there to serve and engage.

Community Panel – People with micro aggression that are trying to resist sometimes do not really understand commands, “stop resisting”. There needs to be a better explanation than “stop”. “Stop resisting”, doesn't make sense to a lot of people. There needs to be better commands. Small micro aggression results in people losing their lives. Smaller micro aggression leads police officers to escalate to use of force.

- APD's Response – Not trying to create hyper vigilance or that this is a common occurrence. We emphasize these are low occurrences but the stakes are high and they need to be prepared. They are monitored in training to see if they are over or under aggressive and not reacting to their emotions in role play.

Community Panel – There is a missed opportunity to talk about how cops are human and if there is an impulse to fight back and have revenge. If you don't talk about what is motivating the person to say that and how the cadets might find themselves in a similar situation like wanting to get revenge based on what they have viewed.

- APD's Response – We talk about stress inoculation training. Putting them in stressful situations so they are aware of how they perform. Making decisions based on facts and not emotion.

Community Panel – In training how do you train cadets to monitor their anger in situations like this?

- APD's Response – We have classes on mindfulness and resilience that officers take. These are taught at the beginning. When we do live role play, the situations can get emotionally ramped up and we pay close attention.

Community Panel – This video allows Cadets to form their own conclusion. We don't know who shot the gun and this can be leading interns to think we got to get them before they get us (us versus them).

Community Panel – What is APD's policy on derogatory language with respect to cadets?

- APD's Response – The policy is the same standard as interactions with people of the public, be professional under general orders the only time it would change is during scenario based training the cadets will be subject to the language this will hear and see if they are going to react to it. It does not contain racial slurs.

Video #5 Arrest and Control – Officer Placed in Chokehold	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Did not see any obvious inequities.
2) What, if any biases did you see represented in the video?	Highlights civilians as very aggressive and show repetitive videos that show cadets to be fearful of people in the community. Video needs larger context. Currently the video shows police being beaten. It could potentially lead cadets to be fearful of the community. Promotes "us versus them" dichotomies. There may be a better video to highlight how to prevent escalation.
3) Are there any patterns in the videos you see?	Develops an "us versus them" pattern. Police are portrayed as disadvantaged.
4) What would you edit in the video?	Make it so you can see what is going on. The video is not clear. Edit out the part of "shoot him". Remove the discussion around when to shoot, even if there is a plea by another officer.
5) What type of video should be selected or edited to provide a more equitable lens?	Video in daylight so you can see what is occurring effectively.
6) Is this video content acceptable to retain in the training academy curriculum?	No

Community Panel Recommendations

Video #5 Arrest and Control – Office Placed in Chokehold

Recommendation:

- 1. Use better quality videos to highlight how to prevent the escalation. The current video is difficult to understand what is occurring and could contribute to creating fear.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The Learned Skills Unit is tasked with teaching the cadets defensive tactics they will need to defend themselves and others from violent attacks. It is necessary to show them what a violent encounter looks like so they can be mentally and physically prepared for it. This video will be removed from the curriculum, and the Department will find better quality videos that meet the panel's recommendations.

Video #6 Arrest and Control – State Police Shooting

Officer Travis Joyner provided context and commentary of video before and after it was viewed.

Video Summary and Context – This a video that is shown for a hands-on demonstration for cadets during the Academy, specifically highlighting strategies officers can use utilize to control a subject.

This video is a traffic stop, which is a DWI investigation where officers go to arrest the subject and an altercation breaks out.

Some of the things we talk about are communications between officers, officers making the decision whether they are going to create space to use tools (taser, pepper spray), or use hands on arrest and control techniques. One officer uses a taser to create space and the other is using hands on arrest and control technique and the situation escalates.

We highlight some of the concepts we use to immobilize someone and control them.

Effective communications and control strategies are covered to potentially stop this situation from escalating.

Community Panel Discussion – The Community Panel had many questions and comments based on the discussion, some of which were very similar. The Panel’s questions and comments are consolidated and listed below, along with APD comments where applicable.

Community Panel – When using commands to say “stop resisting” are there conversations around education to give more direct commands like stop shooting, stop resisting can be very confusing who don’t generally hear these command. What type of training do cadets receive?

- APD’s Response – It is an issue. Stop resisting is what we call boiler plate language and vague. We want to be specific like “stop pulling your arm away”, “let go of my hand”.

Community Panel – What is the policy about shooting cars driving away?

- APD’s Response – Shooting a car driving away is not allowed for patrol cars but is different for SWAT.

Community Panel – There were a lot of verbal commands given, but at no point in time the officer said we are putting you under arrest.

Video #6 Arrest and Control – State Police Shooting	
Questions	Community Panel's Response
1) What if any inequities did you observe in the video	Over representation of Black males in the videos. Selection of violent videos with Black male subjects. Black males are seen as aggressive which further reinforces a narrative that promotes racial bias towards people of color
2) What, if any biases did you see represented in the video?	Selection of violent videos with black male subjects. An over representation of Afro- Americans as aggressive individuals with a larger narrative of racial bias
3) Are there any patterns in the videos you see?	Blacks and Latinx representation
4) What would you edit in the video?	First part of video is good Don't see the value of last part of the video where it shows continuous shooting.
5) What type of video should be selected or edited to provide a more equitable lens?	It was recommended that more videos be selected to model proper interactions with subjects, instead of videos that are emphasizing what not to do. All videos are reinforcing how not to do something you reinforce the fear factor.
6) Is this video content acceptable to retain in the training academy curriculum?	No

These specific learning objectives will be formalized by the LSU.

Community Panel Recommendations

Video #6 Arrest and Control – State Police Shooting

Recommendations:

- 1. Eliminate names and race of suspects.**
- 2. Address the over representation of people of color in the training videos especially of Black males. Reflect the demographics of the communities being served. Be more intentional/careful about what the Cadets are exposed to, because it further perpetuates the narrative that Blacks are criminals, inadvertently it could have unintended consequences.**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936
Mark Spangler

Date 1/4/21
1-6-2021

Explanation:

This video will be removed, and the Department will find a new training video that meets the panel's
recommendations. The Department will review the content as a whole and search for a diverse group of
training videos which illustrate our training objectives while minimizing any negative impact on any single
demographic group.

Video #7 Arrest and Control – Walmart Parking Lot

Officer Travis Joyner provided context and commentary of video before and after it was viewed.

Video Summary and Context – This is a Walmart video in Cottonwood, Arizona. The officers are responding to a disturbance regarding loss prevention with a group of people in a Walmart parking lot.

They pull up on the scene where there are Walmart personnel, and police talking with another group of people that Walmart called about. This looks like what would be a criminal trespass call with them wanting the suspects to leave. Three officers' approach and a large fight breaks out between officers and multiple subjects.

Cadets watch this in the classroom during use of force around the same time they do practical exercises. We discuss a plan dealing with multiple individuals and communications and if something is not working, how to step back and reassess the situation to determine if I need to something else/different.

Physical fitness plays into this because it goes on for an extended period of time and how it can affect the officer's decision making under stress after being physically fatigued.

Community Panel Discussion – The Community Panel had many questions and comments based on the discussion, some of which were very similar. The Panel's questions and comments are consolidated and listed below, along with APD comments where applicable.

Community Panel – This video clearly shows what not to do.

Community Panel – Showing what not to do constantly reinforces fear in Cadets of the public. Why not show videos that show also what a good outcome looks like?

Community Panel – If this was a black or brown family, they would have been shot.

Community Panel – There is no humanity shown. Everyone is helping officer but no one helping the other person that is shot.

Community Panel – Maybe you use this video on what not to do

Community Panel – A cadet mindset may think that taser and pepper spray are ineffective and I should be ready to use lethal force

Community Panel – If you show videos back to back where the public is the problem and not following commands and constantly a threat, this is an entirely different situation where we are going to watch the video and talk about verbal jujitsu.

Community Panel – At what point do you stop and do something else?

- APD's Response – We want the officers to think about the driving force and what actions are required. Sometimes if someone arrives on the scene and someone is being actively assaulted there may be an immediate need to act without as much planning or communications. It's ok to slow down if no one is being assaulted and nothing is actively happening. We don't have to rush in. If you have time and space, slow down and come up with a plan on what you are going to do. Discuss the tools (baton, sprays, taser) and where they are effective and having alternate plans how to deal with this.

Video #7 Arrest and Control – Walmart Parking Lot	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video	If this was a black family this would have been a different outcome. Also, class implications poor white people
2) What, if any biases did you see represented in the video?	People expect the police to stop crime. The individual got shot and killed and received no medical attention where the officer received attention. Goes back to the larger narrative where what's the role of police whenever they are trying to prevent crime and someone is shot walk over you and make sure the police are ok but not the suspects
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Add follow up with what happened to people in the video that are not police. For a lot of people this ends up like bad day. What was the actual outcome? .
5) What type of video should be selected or edited to provide a more equitable lens?	Edit the video: Be given all the facts for the video instead of a catch phrase. Example from Panel: coming into contact where people may be homeless... Also, need to show a video with a good outcome to balance out what not to do as shown in this video
6) Is this video content acceptable to retain in the training academy curriculum?	Yes Very important to have conversations around different situations homeless, domestic violence etc.... Observation: In Austin, Texas officers will encounter homeless individuals. The 2019 Point in Time Count showed that there were 2,255 individuals experiencing homelessness.

Community Panel Recommendations

Video #7 Arrest and Control – Walmart Parking Lot

Recommendations:

- 1. Select a video that shows a good outcome to balance the “how not to do something” scenarios. The “how not to do something” approach could reinforce negative outcomes.**
- 2. Incorporate different discussions and or videos around homelessness/domestic violence when approaching subjects.**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The Department will attempt to locate a video with similar circumstances where multiple officers
utilize tactics to successfully control a large group. Homelessness and Domestic Violence
are topics specifically covered in other training blocks during the academy, but discussions
about these subjects occur throughout cadet training as those situations are encountered.



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



Community Video Review Panel Summary Report Training Academy Videos - Arrest and Control Videos 8 and 9 July 27, 2020

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review session – Arrest and Control Videos 8 and 9 on July 27, 2020.

Background

The review of selected course videos of the Austin Police Department's Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, July 27, 2020, 5:30 p.m. to 8:30 p.m. The Panel was scheduled to review a total of five videos including Arrest and Control Videos 8, 9, 10, and 11 and Crisis Intervention Video 1. Due to the in-depth discussion, only Arrest and Control Videos 8, and 9 were reviewed and discussed.

Summary of Progress and Panel Recommendations

- The Panel reviewed and provided commentary/recommendations for Arrest and Control Videos 8 and 9.
- Some of the highlighted themes from the video reviews include:
 - Continued over representation of people of color especially Black males
 - Scenarios that tend to reinforce the “us (law enforcement) versus them (community) mentality”
 - Focuses too much on “what not to do” scenarios that typically end in negative outcomes
- Below are some of the recommendations:
 - Address the continued over representation of people of color in the training videos especially of Black males. Determine how to be more intentional/careful about what the Cadets are exposed to because it perpetuates that Blacks are criminals, inadvertently it could have unintended consequences
 - Establish a balance of videos that show “how not to do something” with bad outcomes with videos that show how a situation should be handled resulting in good outcomes
 - Blur subjects faces to prevent bias

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
8	Arrest and Control Suspect Draws Gun	10:21	Subject Shot
9	Arrest and Control Bodycam Video of Georgia Officer's Attack	3:11	Shots Fired/Officer Stabbed

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Jaimie Von Seltmann	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael King	City - APD	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Nakia Winfield	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes
Travis Joyner	City - APD	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel views the video.
3. Training officer can provide additional context.
4. Panel discussion.
5. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
6. Panel recommendations recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #8 Arrest and Control – Suspect Draws Gun

Officer Travis Joyner provided context and commentary of video before and after it was viewed.

Video Summary and Context – We show this video during hands on training. Officers, firefighters and paramedics are responding to a drug overdose for a passenger on a bus. Narcan is used to revive him. This is a long video that has been trimmed. It picks up where they are having a conversation with the individual. During the course of this conversation, the individual retrieves a firearm and fires shots at an officer and a firefighter that results in an exchange in gunfire and eventually resulting in a hostage situation. The learning objectives we teach are how to properly approach, communicate and do a frisk, the communications between officers, the type of commands, and visual scans. The second objective is if an officer is close to a subject that reaches for a weapon teach how to prevent the weapon from being pulled out or how to control the weapon if it is pulled out in close proximity

Community Panel Discussion – The Community Panel had many questions and comments based on the discussion, some of which were very similar. The Panel's questions and comments are consolidated and listed below, along with APD comments where applicable.

Community Panel – Is this an example of how things went wrong and what should not be done?

- APD's Response – Yes, we want to highlight what went wrong and how not to get to this point.

Community Panel – Is there any purpose for the other 45 seconds of shooting in the video?

- APD's Response – It's meant to show the outcome. It spiraled and ended tragically.

Community Panel – On the skills lesson plan it talks about the will to win. What are you winning? This went wrong.

Community Panel – If this happened in Texas, how would training show how this would have gone down?

- APD's Response – We would not want it to get to this point like in the video. We would want to gain physical control before the gun was pulled or give him commands from a safe distance to keep him from pulling it.

Community Panel – What is the power of the officer to detain someone for their safety?

- APD's Response – Public intoxication statutes where someone is a danger to themselves or someone else is a common one. Mental health emergency commitment is another. Officers are trained in crisis intervention and will be called in to do an evaluation. If they meet the criteria, they will be detained and frisked for weapons because they will be transported by EMS.

Community Panel – What would happen if EMS was not present? If EMS is not there to make the call and the officer is not escorting someone on behalf of EMS what does this look like?

- APD's Response – In Texas, EMS cannot take someone to the hospital against their will. This is something the police have the power to do if they think someone meets the criteria for emergency detention, they can be placed on an emergency hold up to 48 hours. We have to believe this person has some kind of mental health issues and believe they are immediate danger to themselves or others.

Community Panel – Is this public health inequity? Was this the best response to the situation of receiving a call who may be in crisis because of the use of narcotics? (put in parking lot for future consideration.

Community Panel – How is mental health being taught in the Academy?

- APD's Response – About 85% of the training is taught by people outside the department

Community Panel – The way video was edited you don't see much of frisking techniques outlined in learning objectives.

Community Panel – Panelists made comments about better integration of adult education techniques, shown in videos of what not to do tends to reinforce those behaviors over preferred, best practices.

Video #8 Arrest and Control – Suspect Draws Gun	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	We are seeing the over representation of black people, particularly males in the video. Video creates an us vs. them mentality. Focus seems to be on shots fired. Reinforced dynamic of officer and black community when an officer approaches a black person. Deeper conversation needs to be had around the context of the video to prevent the interaction from escalating when someone is under the influence of narcotics. Need clarity on what threat that was posed to cause the escalation.
2) What, if any biases did you see represented in the video?	No context on frisking someone who is under that influence of narcotics to prevent escalation. The bias that police intervention was the best intervention at the time. Over representation of African Americans reinforces the mindset that a black man that needs help because he is overdosing has officers sent to him rather than mental health experts. Reinforces the fear of officers towards Black males
3) Are there any patterns in the videos you see?	The goal of this video again focuses on what not to do rather than what to do which has been a pattern of the videos. Continuing to see Black people as aggressors in the videos.
4) What would you edit in the video?	The 45 seconds of the shootout should be removed. It can be explained that a shootout ensued rather than showing the visual.

Video #8 Arrest and Control – Suspect Draws Gun	
Questions	Community Panel's Responses
5) What type of video should be selected or edited to provide a more equitable lens?	One that shows who should be addressing a mental health crisis (this should not be officers handling this call) and what to do when approaching someone when with a mental health crisis
6) Is this video content acceptable to retain in the training academy curriculum?	No, this video should not be a part of the academy training

Community Panel Recommendations

Video #8 Arrest and Control – Suspect Draws Gun

Recommendations:

- 1. Address the continued over representation of people of color in the training videos especially of Black males. Reflect the demographics of the communities being served. Be more intentional/careful about what the Cadets are exposed to, because it further perpetuates the narrative that Blacks are criminals, inadvertently it could have unintended consequences.**
- 2. Focus more on techniques on the proper approach and remove sections like the long periods of shooting that does not appear to have educational value.**
- 3. Employ a balance of “how not to do something”, with companion videos that demonstrate the proper way to interact with subjects with better outcomes. The “how not to do something” approach could reinforce negative outcomes.**

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Richard Egal #3936 Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The Department has found a more recent video not involving a black male suspect that will replace this video while still illustrating the training objectives. As we incorporate new videos into the training curriculum, we will be mindful of the specific learning objectives, and edit the content as much as practicable to eliminate any unnecessary content.

Video #9 Arrest and Control– Bodycam Video of Georgia Officer’s Attack

Officer Travis Joyner provided context and commentary of video before and after it was viewed.

Video Summary and Context – This video is out of Georgia. Two officers are riding together and responding to a disturbance at an apartment complex. There is a call regarding a male suspect with a knife causing a disturbance and behaving erratically. We show this video during their edge weapons training. We teach two types of edge weapons defense where they go into the situation knowing there is a weapon and the other where it is unknown – spontaneous. This is an example of a known knife threat. We teach communications between officers, transitioning between taser, lethal and non-lethal tools, positioning (time, distance, cover) and where the suspect’s movements take place. We talk about the good and bad. When dealing with a known knife threat, proximity is key. They should be gathering information and using a barricade like something as simple as a car to have between them and the suspect. Also, to slow things down to get more resources and tools there. They ended up in the highway and separated. We would tell them to stay together so they can communicate better and also not create a potential cross fire scenario. We discuss communications strategies as both officers put their tools away at the same time.

Community Panel Discussion – The Community Panel had many questions and comments based on the discussion, some of which were very similar. The Panel’s questions and comments are consolidated and listed below, along with APD comments where applicable.

Community Panel – A lot of the videos have the same commands. Do you talk with Cadets about changing the language? It’s just a recording of the same language. Should there be some variance to try to get to the individual?

- APD’s Response – Yes, we do. One of the things we see from a training value is repetitive language. We call it getting stuck in a loop saying the same things over and over. It is covered in the De-escalation block of videos and in Tactical Communications. We talk about stress as you can hear it in the officer’s voice.

Community Panel – Do you know the race of the suspect?

- APD’s Response – We had to research it. He was an Asian male

Community Panel – This officer tried everything he could to avoid the escalation and harm the individual but it was traumatic to him. Are there blocks in Academy training that talk about trauma to police officers that are involved in these violent situations?

- APD’s Response – As part of our post-traumatic stress portion of Crisis Intervention training, we cover post-traumatic stress and trauma in police officers, how to cope, symptoms to recognize in yourself or to educate family members. Peer support groups and counseling are also available.

Community Panel – Is it legally mandated for offices to go to training if this happen or is it an option?

- APD’s Response – For critical incidents, officers have to have an evaluation before returning to duty. Peer support is voluntary

Community Panel – The language of policing seems to be technical and rigid and hard to understand and appears to dissociate from the community. Suggest there is need to change the culture of the language of policing into one the community can better understand.

- APD's Response – We do talk to Cadets about using concrete and simple language

Community Panel – In addition to confusing formal/technical police terms, this videos also highlighted cases in which there may be a language barrier where the suspect's first language is not English.

Video #9 Arrest and Control – Bodycam Video of Georgia Officer's Attack	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The officer with the gun aimed at the subject is trying to make the claim that they can help the person with the knife. Inequity for how the officers supported one another. One officer appears to be alone during part of the video. Inequities around people who have disabilities and the outcomes.
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	There is confusing terminology and generic commands Police presence tends to escalate the situations
4) What would you edit in the video?	Blur videos to prevent racial bias. Blocks for police officers on PTSD and Stress related to shootings. Choose language that is not confusing terms for the community. Use the language of the community. Training to reimagine policing to equipped to handle mental health crisis.
5) What type of video should be selected or edited to provide a more equitable lens?	Should police be the first ones called to show up when a person is in this state? (parking lot) Are the police officers the right ones to respond as the lead on this call? (parking lot) It may warrant mental health specialist to take the lead with police officers as the backup. Conversation around the officer who was trying to deescalate was successful not to discourage officers who would want to de-escalate. Footage of an officer that actually shows successful de-escalation.

Video #9 Arrest and Control – Bodycam Video of Georgia Officer’s Attack	
Questions	Community Panel’s Responses
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep the video but suggest a companion video of an effective way to de-escalate be included Keep in mind that this may not be everyone’s norm with police officers.

Community Panel Recommendations

Video #9 Arrest and Control – Bodycam Video of Georgia Officer’s Attack

Recommendation:

1. Employ a balance of “not how to something” with companion videos or that demonstrates the correct way with better outcomes. The “how not to do something” approach could reinforce negative outcomes. It is recommended that a companion video of that demonstrates an effective way to de-escalate be utilized as well. Blur videos to prevent racial bias.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The focus of this video is Edged Weapons Defense, and it helps to illustrate those Learning Objectives. De-escalation training is specifically addressed in other blocks of instruction including videos demonstrating successful de-escalation techniques. We agree with employing a balanced approach to illustrate correct and incorrect tactics, and to illustrate correct and incorrect tactics, and we will continue to search for a companion video for this block of instruction.



LIFE ANEW
RESTORATIVE JUSTICE

Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew

The subject's face is blurred in this video but it's not always possible to completely blur the race of a subject.



Community Video Review Panel
Summary Report
Training Academy Videos - Arrest and Control Videos 10, 11 and
Crisis Intervention Videos 1, 2
August 3, 2020

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review session – Arrest and Control Videos 10 and 11 on August 3, 2020.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, August 3, 2020, 5:30 p.m. to 8:30 p.m. The Panel was scheduled to review a total of six videos including Arrest and Control Videos 10, and 11 and Crisis Intervention Videos 1, 2, 3, 4. Due to the in-depth discussion, only Arrest and Control Videos 10, 11 and Crisis Intervention 1, 2 were reviewed and discussed.

Summary of Progress and Panel Recommendations

- The Panel reviewed and provided commentary/recommendations for Arrest and Control Videos 9 and 10 and Crisis Intervention Videos 1, 2.
- Some of the highlighted points/themes from the video reviews include:
 - Continued over representation of people of color especially Black males
 - Appears to be empathy exhibited for people with disabilities but not for the population at large
 - Instructors developing courses typically do so in silos and don’t benefit from what others are doing.
- Below are some of the recommendations:
 - Address the continued over representation of people of color in the training videos especially of Black males. Determine how to be more intentional/careful about what the Cadets are exposed to because it perpetuates that Blacks are criminals, inadvertently it could have unintended consequences.
 - Recommend not to use videos that have crews following police officers around for entertainment value. The use of the “thin blue flag” logo should not be used because the symbolism could be construed as association with racist groups.
<https://www.themarshallproject.org/2020/06/08/the-short-fraught-history-of-the-thin-blue-line-american-flag>

- Develop a culture of showing empathy for the entire population not just people with disabilities
- Have course instructors share information to promote a more integrated curriculum to foster better outcomes

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Comments
10	Arrest and Control - Oklahoma Deputy Fatally Shoots Suspect Who Stabbed Him	2:01	Subject Shot
11	Arrest and Control - Las Vegas Metro Police Officer Uses Jiu Jitsu Training	2:07	
1	Crisis Intervention - What If We Talked About Physical Health the Way we Talked About Mental Health	1:31	
2	Crisis Intervention – How Memphis Has Changed the Way Police Respond to Mental Health Crisis	10:11	

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Jaimie Von Seltmann	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael King	City - APD	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Nakia Winfield	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes
Travis Joyner	City - APD	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel views the video.
3. Training officer can provide additional context.
4. Panel discussion.
5. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
6. Panel recommendations recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #10 Arrest and Control – Oklahoma Deputy Fatally Shoots Suspect Who Stabbed Him Officer

Office Travis Joyner provided context and commentary of video before and after it was viewed.

Video Summary and Context – This video is shown close to the end of the training and is called edge weapons awareness and defense. This is going to be a “spontaneous” or ambush kind of attack in a more confined area. It is out of Oklahoma where the officers have an outstanding warrant for the suspect for forgery and sex offender compliance. They find the subject and then there is a knife attack. The officer is stabbed twice and then draws his weapon and fires. The Cadets have been practicing edge weapons defense at various distances. We want them to see how they would handle this situation at different distances and from the perspective as the primary and secondary officer.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel’s major comments were consolidated and are listed below along with APD comments.

Community Panel – Seems like a dangerous endeavor going in a place that is that cluttered. Is there discussion about situations like this?

- APD’s Response – We do talk to them about the things that can and can’t do dependent on the environment they are in. We take calls all the time where there are confined spaces. We discuss strategies for creating distance.

Community Panel – The video has value if you want to introduce the Cadets to spaces that they are not ordinarily use to seeing. The training value comes from the individual popping up, pulling out a knife and how the officers respond. Don’t know if there is any value in showing the shooting as it could desensitize the Cadets.

Community Panel – The police exit leave immediately and leave behind the distraught wife

- APD’s Response – One officer was stabbed and was getting out to be attended to. We would train our officers to leave one behind

Community Panel – This is someone’s home other than the subject and they are jumping on the bed. Do you ever talk about the appropriateness of these actions?

- APD’s Response – That’s not something we discuss in this video.

Community Panel – In a previous video we talked about what “a win” situation would look like. Example is when everyone gets to go home. Don’t know what context you talk about this video as a win or a loss. But there is an opportunity to talk about this because it wasn’t a win as everyone did not go home.

Video #10 Arrest and Control – Oklahoma Deputy Fatally Shoots Suspect Who Stabbed Him	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Desensitizing the cadets by showing them shootings. Going into someone's home and touching people's property. Have discussion about how jumping on an individual's bed. Seems like every video is about the community being violent and to fear the community. It needs to be balance and needs to provide some context.
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	Class and status It seems to be a pattern of apprehending people who are lower- or middle-class people, if not homeless.
4) What would you edit in the video?	Exclude the shooting portion. Stop the video when he is attacking the officer. It's needs to paired with it is not a win in this situation because everyone in the video did not go home.
5) What type of video should be selected or edited to provide a more equitable lens?	Find training material that does not end with a fatality. Find a video that has ways to handle people's property.
6) Is this video content acceptable to retain in the training academy curriculum?	It is acceptable if we are going to talk about the preparation that you are going to make when they are going into small spaces. Show the series of the events and what to do at every juncture in the series of events. Eliminate the officers leaving immediately. Play it through to the "significant other" of the subject to show the humanity, so they can see the reaction to what has happened. More tactical conversation around to address going into a home where there is low visibility. Discuss what the win or loss in this situation. Whatever videos are used on the mat, pull the video into the trainings and then have a discussion around what to do when you enter a home like this. It gives them a more rounded information about what to do in situations like this.

Community Panel Recommendations

Video #10 Arrest and Control – Oklahoma Deputy Fatally Shoots Suspect Who Stabbed Him

Recommendation:

- 1. The Panel recommends this video is kept provided edits are made and additional context is given.**
 - a. Exclude the shooting portion. Stop the video when the subject is attacking the officer.**
 - b. Discuss what the win or loss is in this situation. Talk with the cadets about the preparation that you are going to make when they are going into small spaces. Show the series of the events, and what to do at every juncture in the series of events.**
 - c. Eliminate the officers leaving immediately after the shooting because it could communicate a lack of sensitivity.**
 - d. Include the reaction of the subjects significant other to show the humanity and the trauma that occurs when events like this happen. The video needs to emphasize that it is not a win because we did not all go home.**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The block of instruction when this video is shown specifically focusses on defense against a knife
attack and the use of a firearm in close proximity to a suspect. We will meet with media support
and re-evaluate the training value of this video with the recommended edits, or find a new video
that illustrates these training objectives along with the panel's recommendations.

Video #11 Arrest and Control – Las Vegas Metro Police Officer Uses Jiu Jitsu Training

Officer Travis Joyner provided context and commentary of video before and after it was viewed.

Video Summary and Context – This is a video we use to discuss ground avoidance and ground engagement. They learn ground fighting techniques from two points of view when they are taken down to the ground, how to reverse positions and get back on their feet and also from an arrest and control perspective on how to use top position to control someone to immobilize them and prevent them from getting up. The video starts out with the officer conducting a pat down and goes to place the subject in handcuffs. The subject starts running. He gets a body lock and a ground fight ensues. There are a couple of points. Initially the officer gets put in a choke hold but using techniques we teach he gets out of by reversing the position and getting back on top. He maintains effective control from the top by using certain techniques to control the subject's hips and arms. There are a lot of little technical elements to ground fighting in this video

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments.

Community Panel – This video is a Thin Blue Line Video. Are there a lot of these in training?

- APD's Response – This is the only one I am aware of and would be fine with editing it out. I would prefer no commentary and no logos

Community Panel – The Thin Blue Line does not have a good reputation and also with the jargon supplied, the music and sirens.

Community Panel – We see a pattern of a lot of men in the videos.

Community Panel – The use of the taser in this video, would you consider this to be in compliance with APD's taser and the general use of force APD's policies?

- APD's Response – When it comes to the taser it would be an option at that level of resistance from a policy view but tactically we do talk the officers about this for a few reasons. For one thing the target zone and the type of reaction from that distance and location is not ideal for a taser. Secondly you are occupying at least one of your hands and the issue of fighting over the taser. We talk about options but don't necessarily recommend it from that position.

Community Panel – Do we know who is filming this? Pulling videos from shows are controversial because it may promote more police actions because a camera crew is there.

- APD's Response – Just a guess of some type of camera crew, from some type of show.

Community Panel – When we say yes and say let’s keep this video but we see a larger pattern of Black males are being highlighted. How are you going to take that into consideration? Is this going to be handled in workshop?

- APD’s Response – For me I have the advantage of seeing all the videos with the Panel. I plan to look at my videos to make sure I have diverse cast. When we look throughout the course, we do have these various issues we are starting to identify. For most of the instructors we are putting our classes together without knowing exactly what the other instructors are doing. If we identify this as an issue, I’m going to see what can I change or can I find a better video to address it.
- APD’s Response – One of the advantages coming out of this process is we are able to take a step back and look at the larger picture and at the Academy one of the things that will be triggered is a review process that the when the instructors go in and revise their courses, and submit their lesson plans, videos and materials they will be reviewed against what comes out the reviews here

Video #11 Arrest and Control – Las Vegas Metro Police Officer Uses Jiu Jitsu Training	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Another black man with 5 white cops. He seemed to be homeless. There seems to be a lot of men over represented in the videos. His pants were pulled down and there was not any attempt to pull his pants back up. No concern for people's dignity.
2) What, if any biases did you see represented in the video?	
3) Are there any patterns in the videos you see?	Another black person being apprehended and white officers engaging.
4) What would you edit in the video?	Cut the part of the video where his pants are pulled down. Remove the logo and jargon indicating that it is the thin line videos. Remove the first 10 seconds of the video Add a screen around the taser policy (Make sure there is conversation around the policy)
5) What type of video should be selected or edited to provide a more equitable lens?	Do not choose videos from companies that are following police around for entertainment value. It may exacerbate the situation. The use of the thin blue logo is unacceptable because of the symbolism could be construed as association with racist groups.
6) Is this video content acceptable to retain in the training academy curriculum?	No, do not use this video. Select videos that do not have another black male as the subject.

Community Panel Recommendations

Video #11 Arrest and Control – Las Vegas Metro Police Officer Uses Jiu Jitsu Training

Recommendation:

- 1. The Panel recommends not to keep this video. Select videos that do not have another black male as the subject. There should be conversations about racialized videos and how this could shape cadet’s perspective. Do not use videos that are following police officers around for entertainment value. The use of the thin blue logo is unacceptable because the symbolism could be construed as association with racist groups.**
- 2. It is recommended that APD instructors look at the collection of training videos holistically to ensure that the videos represent fairly the demographics of the community being served to not promote bias.**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936
Mark Spangler

Date 1/4/21
1-6-2021

Explanation:

This video shows multiple techniques, tactics, and concepts that the student can see in
action in a "real-world" situation. However, we understand the panel's concerns and the
Department will find another video that meets these learning objectives. Outside logos
and symbols will be removed from training videos. All Training videos will be reviewed
to ensure they fairly represent the demographics of the community and don't promote any bias.

Video #1 Crisis Intervention – What If We Talked About Physical Health the Way we Talked About Mental Health

Sgt. Michael King and Officer Jaimie Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This video comes at the very beginning of training. Trying to teach the cadets about mental health and help them understand the population we deal with and what they deal with themselves. There is a lot of stigma around mental health issues. We need to be sensitive that we may have stigmas around these issues. This video comes at it from a satirical humor point of view to show how absurd it is treating people who have mental health conditions differently than in a way that those who have physical disability issues. This is something they cannot help. It does get graphic as the video shows vomiting the person cutting their hand and blood shown.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments.

Community Panel – How does Crisis Intervention integrate into the whole curriculum?

- APD's Response – We usually do this class in the first weeks for the cadet at least a month in. Great opportunity as it sets the ground work for de-escalations and empathy and developing an understanding what people are dealing with that we come in contact with. Everything we deal with is someone in crisis. We need to understand as police offices and be sensitive this.

Community Panel – With CIT what would you say are some of the areas identified to improve, what are the focus areas? Is there any advocacy for the officers?

- APD's Response – We started unit in 2012. About half of the unit was new and we did a big shift. Our supervisor was very collaborative and started working with Integral Care and had one of their clinicians help us teach the class and this has been ingrained in us. We believe we have to have everyone working together as it takes a village to get someone well. We teach our officers about the services we offer. We recognize it not just the person involved but also their families.

Community Panel – What led to the selection of this video over other videos?

- APD's Response – This is a TCOLE video. We did an update. New material came out in 2018. It is used to break the ice. This is a very different way of policing. We are asking the Cadets to go from one way that they are taught to a completely different way. We try to use humor and make them comfortable and let their guards down.

Community Panel – This video is obnoxious and makes it funny when it should not be.

- APD's Response – This video is to break that stereotype of mental illness is different from physical illness. This video highlights how stupid we are as society to stigmatize people who have a mental illness and try to break that pattern.

Community Panel – I don't know how a person with disabilities would take this video.

Video #1 Crisis Intervention – What If We Talked About Physical Health the Way we Talked About Mental Health	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	Stereotype of physically abled people. We have not seen women represented and when we do see them, what role are they are taking. Look at the overall role of women in the videos.
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	The music.
5) What type of video should be selected or edited to provide a more equitable lens?	Select videos that do not further stereotype people with disabilities.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep this video. Select videos that does not further stereotype people with disabilities.

Video #2 Crisis Intervention – How Memphis Has Changed the Way Police Respond to Mental Health Crisis 2:08

Sgt. King and Officer Von Selmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This video is from a PBS News Hour and was done about four years ago. It talks about the Memphis model for crisis intervention training. Memphis was the premier police department to devise a crisis intervention training after a controversial shooting with white officers and a young black man who was suicidal. They train the de-escalation techniques. It's the hallmark of how Crisis Intervention teams are created. Almost all across the United States the Crisis Intervention teams used this a model. Officers are using active listening skills and de-escalation techniques. This video shows an officer in the Crisis Intervention team being followed around and how they go about their day and what the program is all about.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments.

Community Panel – For the CIT training in Memphis, does this training include talking with people that have mental health issues?

- APD's Response – We do bring in the National Alliance of Mental Illness (NAMI) and do we have some consumers come in and give their testimony about what they've been through. Some have actually had interactions with APD

Community Panel – How much of the Memphis curriculum do they make accessible and how much of it do you use in your training?

- APD's Response – Ours is largely based on what TCOLE puts out. I would assume it's a lot because if the bread and butter of what we do

Community Panel – What is the reaction by the officers to the videos?

- APD's Response – The officers are reacting positively to the video and the discussion that follows afterwards

Community Panel – We are treating this population like they are human and this is great but what about the rest of the people you are dealing with. It was said you should be on the CIT if you don't have patience, I would say you shouldn't be a police officer in general if you don't have patience.

- APD's Response – I agree with you that officers should have compassion in every situation. We talk about crisis and a crisis is whatever a person is going through. We try to make them understand that the people they come in contact with could be their worst day. We are trying to give them this extra tool (active listening) to assist.

Community Panel – Are the police the right people to respond to this or should it be mental health professionals? The concern is a system that requires a police officer to act like a mental health professional

- APD's Response – We set up a program in Travis County with Integral Care instead to ride in the same car, ride in different cars, so if we get there and are not needed, we leave and the clinician takes over.

Community Panel – Would like to know if there are enough similarities in the APD program to the Memphis program to keep to the fidelity, if not it is false advertising

- APD's Response – We do things differently from Memphis. This video is kind of that break where it shows the history of why departments started making their models in different ways. There are intricacies in every county across the state where we take people to or what resources we have access to. There are differences between Travis and Williamson Counties.

Community Panel – There are critiques about the training and how close it is to Memphis but we critiquing the larger institution of policing and not necessarily for this particular video. There are times when the police are showing humanity and there are times when that lens is not there.

Video #2 Crisis Intervention – How Memphis Has Changed the Way Police Respond to Mental Health Crisis	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	If you do not have patience and compassions you should not be an officer, not just with people who have identified disabilities. Treat everyone the same way that people who have disabilities are treated. Treat all people as if they are in crisis
2) What, if any biases did you see represented in the video?	Are police the ones that should be responding to. Someone who has mental health should have a mental health professional responding to the call. Refer to people. and not mentally ill people in the conversations
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Let us make sure there is fidelity with the Memphis model. Outline how much is being used. Outline how much we use of the Memphis model.
5) What type of video should be selected or edited to provide a more equitable lens?	The demographics of the officer in Memphis does not mirror the demographics of the officers in Austin
6) Is this video content acceptable to retain in the training academy curriculum?	Conditional Eliminate the video if we are not sure if we are using the Memphis model with fidelity or keep if we are. No false advertising.

Community Panel Recommendations

Video #2 Crisis Intervention – How Memphis Has Changed the Way Police Respond to Mental Health Crisis

Recommendations:

- 1. The Panel recommends not use this video if we are not sure if we are using the Memphis model with fidelity. No false advertising. Outline how much of the Memphis Model is being used. Let us make sure that there is fidelity with the Memphis Mode or why Austin has to be different. Treat everyone the same way that people who have disabilities are treated. Treat all people as if they are in crisis.**
- 2. Keep an eye out that people are referred to as people and not referenced based upon their disability like ‘mentally ill person’. Officers should be encouraged to stop, listen, humanize themselves and work against their natural inclinations as a police officer**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:30:13 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:34:40 -06'00'

Date _____

Cmdr. Ryan Adam #4624

Explanation:

We concur with keeping this video and as recommended will show how APD's program keeps to the basic tenants of the original model of CIT as developed by the Memphis Police Department.

The training by APD will highlight similarities and differences between the programs and highlight the system in Austin.



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



Community Video Review Panel Summary Report Training Academy Videos - Crisis Intervention Videos 3, 4, 5, 6, 7, and 8 August 10, 2020

Purpose

The purpose of this document is to provide a summary of the Community Video Review – Training Academy Video Review session – Crisis Intervention 3, 4, 5, 6, 7, 8.

Background

The review of selected course videos of the Austin Police Department's Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, August 3, 2020, 5:30 p.m. to 8:30 p.m. The Panel reviewed a total of six videos

Summary of Progress and Panel Recommendations

- The Panel reviewed and provided commentary/recommendations for Crisis Intervention Videos 3,4,5,6,7,8.
- Some of the highlighted points/themes from the video reviews include:
 - Continued over representation of people of color
- Below are some of the recommendations:
 - Disaggregate data by race especially when it comes to outcomes. Add race throughout the training
 - Added conversation around ways the system puts police in rolls that they are not equipped to work in.
 - Removal of videos 6 and 7

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check in with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
3	Learn About the Issues and Facts Related to Police-Mental Health	1:19	None
4	The Texas Mental Health Crisis	8:46	None 2:07
5	Robin Williams on Depression in His Own Words	2:54	None
6	Understanding Psychosis	4:59	None
7	Drug Use Problems and Mental Health	2:25	None
8	Experience 12 Minutes in Alzheimer's Dementia	8:03	None

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Jaimie Von Seltmann	City - APD	Yes
Joe Anderson, Jr.	Community	No
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael King	City - APD	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Nakia Winfield	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel views the video.
3. Training officer can provide additional context.
4. Panel discussion.
5. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
6. Panel recommendations recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #3 Crisis Intervention – Learn About the Issues and Facts Related to Police-Mental Health

Sgt. Michael King and Officer Jaimie Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This is the video where we introducing the Cadet to the idea of understanding our roles as law enforcement officers in the mental health system It just has facts around mental health and policing. And try to reiterate how important it is for them to have mental health training to. This video supplements the PowerPoint presentation.

Community Panel Discussion – There were multiple questions and comments based on the discussion, some of which were very similar. Some of the Panel's comments were consolidated and are listed below along with APD comments.

Community Panel – This is a TCOLE mandated video?

- APD's Response – Yes, it is. When they say mandated it means that to replace this video, we would have to find something with the content this video is trying to reiterate.

Community Panel – When was this video made? Are the numbers still accurate?

- APD's Response – Believe it was 2018. It probably is a little outdated.

Community Panel – Do you talk about how these mental health calls can have tragic consequences?

- APD's Response – Yes, we do. That is the bread and butter behind crisis intervention is to prevent those tragedies from happening.

Video #3 Crisis Intervention – Learn About the Issues and Facts Related to Police-Mental Health	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	This video is still normalizing calling the police to mental health crisis.
4) What would you edit in the video?	Data and the speed of the video need to be slowed down. Pause on each slide. Unpack why there could be tragic consequences. Add data disaggregated by race especially when it comes to outcomes. Add race throughout the training.
5) What type of video should be selected or edited to provide a more equitable lens?	

Video #3 Crisis Intervention – Learn About the Issues and Facts Related to Police-Mental Health	
Questions	Community Panel’s Responses
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, retain this video

Community Panel Recommendations

Video #3 Crisis Intervention – Learn About the Issues and Facts Related to Police-Mental Health

Recommendation:

- 1. The Panel recommends the video could be kept with the following edits:**
 - a. Data and the speed of the video need to be slowed down. Pause on each slide.**
 - b. Unpack why there could be tragic consequences.**
 - c. Disaggregate data by race especially when it comes to outcomes.**
 - d. Add race throughout the training.**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:20:53 -06'00'

Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:37:01 -06'00'

Signature _____ Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panels recommendation to keep this video. We will need the help of someone in the department with expertise in video editing as we do not possess that knowledge ourselves. We plan to incorporate facts/data about race and outcomes into the training.

Video #4 Crisis Intervention – The Texas Mental Health Crisis

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This is a TCOLE video and is put on by the Texas Association of Counties. It discusses the Texas mental health system and how it is broken and the role that law enforcement plays in decriminalizing mental health like diversion or getting people the help, they need versus sending them to jail. This video is from a different county than ours. After the video we talk about what resource available to us in Travis County and some of the sticky points. As officers we can't access the State Hospital and have to work with the other hospitals which are private. They can pretty much turn away any one they want to. It can be very frustrating when you know they need help and can't get it. They spend some time in the ER and then get kicked out. Gets frustrating when you see the same faces. When you know if they could get stabilized, they could do so much better. We believe sick people don't belong in jail. If some who has a mental health problem and is arrested, we do have diversion where officers have discretion on some calls to divert away from jail. In those cases where here is not an option (violence) we have the officers call us so we can make sure the counselors understand they have mental health issues.

Community Panel Discussion: There were multiple questions and comments based on the discussion, some of which were very similar. Some of the Panel's comments were consolidated and are listed below along with APD comments.

Community Panel – Believe this video shows what people should be doing

Community Panel – What feed do you get from the Cadets about this video?

- APD's Response – they want to know how the system works because they don't have the context yet because they are new.

Community Panel – This video shows Blacks on both sides of the power dynamic roles. People are receiving services and also providers of service

Community Panel – What we want to see different (because using private hospitals that can reject giving people services) is to fund centers that can provide the services needed.

- APD's Response – We use to be able to use Brackenridge, this was one place we could go (16 beds) and that worked really well, was there for 2 years but went away when they build the new hospital.

Community Panel – The video gives the opportunity to talk about the way in which our system puts police officers in roles that our system equips them to inhabit well. It's an issue for the police and the people they interact with.

Video #4 Crisis Intervention – The Texas Mental Health Crisis	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The only person that we saw in the prison garb in the video was Black.
2) What, if any biases did you see represented in the video?	The visit that the officer made to the black woman and how this is abuse of using the 911 system and this person needs be kept in check.
3) Are there any patterns in the videos you see?	This video has broken some of the patterns that we have seen with the exception of the above bias comments
4) What would you edit in the video?	The entire comments from the visit can be removed. The black woman being the only criminal seen in the video. Added Conversation: It might be valuable the way the system puts police in rolls that they are not equipped to work in.
5) What type of video should be selected or edited to provide a more equitable lens?	
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep the video with edits

Community Panel Recommendations

Video #4 Crisis Intervention – The Texas Mental Health Crisis

Recommendation:

- 1. The Panel recommends this video can be kept with the following edits:**
 - a. All the comments from the visit can be removed.**
 - b. Remove the black woman as the only person being a criminal in the video.**
 - c. Add conversation around ways the system puts police in rolls that they are not equipped to work in.**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:21:48 -06'00'

Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:37:53 -06'00'

Signature _____

Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panels recommendation to keep this video with edits. We will need
the assistance of a person versed in video editing in order to make the suggested changes. We plan to speak
throughout the course about how the broken mental health care system forces officers into roles where they are
not the experts. We will continue to stress to officers the importance of connecting individuals to the appropriate resources.

Video #5 Crisis Intervention – Robin Williams on Depression in His Own Words

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – We are starting to discuss the particular types of mental health illnesses there are and their impact on individuals and to identify behaviors and things that are common with disorders. We sometimes play this a filler but often time we have guest speakers and don't have enough time to play it. It can be used if a guest speak doesn't show up even though it is outdated as Robin Williams died years ago, he still is recognized as a figurehead. The video helps us discuss the co-morbidity of substance use and mental health issues and how someone who has mental health issues could be self-medicating with alcohol or drugs. WE discuss relapse because it is very common, we come in contact with someone who may have relapsed and become depressed and suicidal.

Community Panel Discussion: There were multiple questions and comments based on the discussion, some of which were very similar. Some of the Panel's comments were consolidated and are listed below along with APD comments.

Community Panel – Have an issue with television journalism for videos and have not seen the value of them as they are shallow. The way they dealt with it make it feel more hopeless. Why can't a shallow, superficial engagement can't be replaced by someone come in and talking (health care professionals)

- APD's Response – Appreciate your point of view. We do often bring in individuals from organizations like NAMI that have experiences and give testimonies to officers.

Community Panel – Like the conversation about the video but would like to see it replaced.

Community Panel – There were issues with his humor like reinforcing ideas about Latinx and Columbia and association with drugs and, jokes about physical disabilities. Should have a deeper conversation what this actually looks like would be best.

Video #5 Crisis Intervention – Robin Williams on Depression in His Own Words	
Questions	Community Panel's Reponses
1) What if any inequities did you observe in the video?	Reinforcing the Latinx people in Columbia with drugs. Sexism The comments about sex workers.
2) What, if any biases did you see represented in the video?	Problematic that people with mental health may respond by covering up the mental health with a joke.
3) Are there any patterns in the videos you see?	Do not like using television journalism. It takes a superficial look.
4) What would you edit in the video?	Eliminate the video
5) What type of video should be selected or edited to provide a more equitable lens?	It made it seem even more hopeless because of Robin Williams outcome. Better to have someone come in that has a shared experience to do Q and A.

Video #5 Crisis Intervention – Robin Williams on Depression in His Own Words	
Questions	Community Panel’s Reponses
	Would like this video replaced with talking about how a person with mental health could react. An example is how a person with autism may react in a giving a different situation. APD should produce a video with the help of this group.
6) Is this video content acceptable to retain in the training academy curriculum?	No, eliminate the video

Community Panel Recommendations

Video #5 Crisis Intervention – Robin Williams on Depression in His Own Words

Recommendation:

1. The Panelist recommends this video should not be used. It made it seem even more hopeless because of the Robin Williams outcome. It would be better to have someone come in that has a shared experience to do a Q and A. The panel would like this video replaced with conversations about how a person with mental health could react. An example is how a person with autism may react in a different situations/scenario. APD should produce a video with the assistance of the Panel.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:22:37 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:38:29 -06'00' Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panel's recommendation to disregard this video.

Video #6 Crisis Intervention – Understanding Psychosis

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This a TCOLE provided videos that we used because none of the people were able to attend the training because of COVID. We usually have speaker come in. This video discusses psychosis and is out of Australia. It gives us an opportunity to discuss psychosis and some of the symptoms.

Community Panel Discussion – There were multiple questions and comments based on the discussion, some of which were very similar. Some of the Panel's comments were consolidated and are listed below along with APD comments.

Community Panel – Why are these videos fillers?

- APD's Response – Eighty five percent of our classes are taught by outside presenters from various, different agencies. Laura Slocum from Integral Care comes in a licensed professional counselor and talks about the various mental illnesses, the symptoms and how someone might recognize a person with a mental health crisis. We have others that discuss resources available and people from adult protective services.

Community Panel – Can you talk about the relationship between homelessness, mental illness and victimization?

- APD's Response – We have the Homelessness Outreach Street team teach this portion. They are comprised of two police officers, and also Integral Care, EMS workers and they go out into the homeless community mostly downtown because of funding. They talk with the individuals and see what they need and get their perspective and how a homeless person is more likely be a victim versus a perpetrator. (48% of homeless women are victims of sexual assault) They try to build empathy with the individuals.

APD's Question – How would you feel about finding bodycam videos of actual, positive encounters where officers had encounters with individuals and break this down and talk about what the office did right and what they could do better.

- Community Panel Response – Good idea, would have to get consent, get a good demographic representation.

Video #6 Crisis Intervention – Understanding Psychosis	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Actors are portraying people who have mental health issues and they themselves do not have mental illness.
2) What, if any biases did you see represented in the video?	Building empathy for white people with mental illness. It does not prepare people for what to do for handling a person in crisis.
3) Are there any patterns in the videos you see?	People are very white when people are in need of help, but there are no people of color in the video.
4) What would you edit in the video?	The officers would be for adding a video that is appropriate, including people of color. How do we interact with people who are having a mental breakdown? Utilize roll play from the information lesson objective 1.45 of the training curriculum. Exploring more roll play conversation. Finding videos of officers with positive encounters and utilizing this to give examples of police officers doing good work. Be careful who is being depicted in the videos.
5) What type of video should be selected or edited to provide a more equitable lens?	This is clearly a commercial to get people to enroll in their services. Talks about people at a level that officers will never interact at.
6) Is this video content acceptable to retain in the training academy curriculum?	No, eliminate the video

Video #7 Crisis Intervention – Drug Use Problem and Mental Health

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This is one that is usually not played. It explains co-morbidity and is out of Australia. Talks about the relationship that substance use and mental health disorders that people can have and the complexity of the situation. Ideally someone who has substance use and mental illness would be treated simultaneously. Often, we see people who have both being told that one or the other has to be treated first and they can get moved around back and forth

Community Panel Discussion – There were multiple questions and comments based on the discussion, some of which were very similar. Some of the Panel's comments were consolidated and are listed below along with APD comments.

Community Panel – How often is this video shown in Cadet classes?

- APD's Response – In the two classes I've been in since coming back in 2019 it was shown once because of COVID

Community Panel – How often is this video shown in Cadet classes?

- APD's Response – In the two classes I've been in since coming back in 2019 it was shown once because of COVID

Community Panel – The video is not engaging and I don't know if it gets people to think critically about it.

Community Panel – A lot of videos about education never seem to talk about men experiencing mental health issues especially Black men. You see a lot of women portrayed.

- APD's Response – I do think definitely it could be replaced.

Video #7 Crisis Intervention – Drug Use Problem and Mental Health	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	Disturbed by only having a focus on humanizing just people with mental illness, instead of humanizing all people.
4) What would you edit in the video?	The video was not engaging or helping people to think more critically. It felt slow and to fast at the same time.
5) What type of video should be selected or edited to provide a more equitable lens?	Recognizing Mental Health within Policing or in your Partner Peer Support: The macho culture where officers are not going to get mental health assessments, meaning that it is voluntarily. Many officers may not receive the assistance that they need. There needs to be an emphasis on officers

Video #7 Crisis Intervention – Drug Use Problem and Mental Health	
Questions	Community Panel’s Responses
	receiving the mental health services that they need as well. The video does not add much. The video does not show men, specifically black men that have mental illness. Something that humanizes mental illness in black men.
6) Is this video content acceptable to retain in the training academy curriculum?	No, eliminate the video.

Community Panel Recommendations

Video #7 Crisis Intervention – Drug Use Problem and Mental Health

Recommendation:

1. The Panel recommends this video should not be used. There needs to be an emphasis on breaking the macho culture in policing that sometimes prevents police officers from receiving the mental health services they need as well. We need videos that humanize mental illness in black men. This video does not show men, specifically black men that have mental illnesses.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:24:39 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:39:48 -06'00'

Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panel's recommendation to discard this video. The panel's recommendations will be taken into consideration when searching for new more ethically diverse videos.

Video #8 Crisis Intervention – Experience 12 Minutes in Alzheimer’s Dementia

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – Although Alzheimer’s and dementia are not considered a mental health disorder, the symptoms can be similar. A lot of time they are confused. We want our officers to understand what’s going on with people who have Alzheimer’s and their perspective that you have to be extremely patient. They may not recognize the officers as officers. They may be augmentative and scared. We tend to show this video often.

Community Panel Discussion – There were multiple questions and comments based on the discussion, some of which were very similar. Some of the Panel’s comments were consolidated and are listed below along with APD comments.

Community Panel – You discussed how Alzheimer’s and dementia are different than a mental health issue. Would they still be considered people that EDP (emotionally disturbed people) for APD purposes and how are Cadets that go through CIT training trained about what constitutes a crisis?

- APD’s Response – The EDP code encompasses multiple situations. Alzheimer’s and dementia are lumped together with crisis. There are some things that constitute a crisis. What is going on with the individual, what are their coping mechanisms, do they have a substance abuse issue. One person that has a fender bender may be fine for another person it could be a crisis

Community Panel – Is there a danger of creating a hierarchy of mental health crisis’s that aligns along the spectrum of perceive danger level that Alzheimer’s and dementia in general is sad but its ok and we can be very empathetic to them and others could be perceived as crazy and dangerous and we are not working as hard to show empathy?

- APD’s Response – Can understand why would be concerned about this. We go in-depth to the severe ones because they are the ones, we are probably going to see the most. We try to present empathy to all people that have these issues. We try to help them see that the anger is probably because of fear they don’t understand.

Community Panel – There is a disconnect with what we see here and, in the Arrest and Control videos. I don’t think this should be siloed. It should be everywhere in the training

- APD’s Response – In the Arrest and Control videos we talk about a particular technique in a tactical situation versus the much larger issue of how did we get to this point. This is one of the disconnect in terms of the concept of de-escalation and some of the conversations that have occurred around policing in general. Some of the training videos were addressing a very specific point and the how we got there may be problematic if that was what we were trying to show as the training point. I agree that humanizing people and keeping that concept that respect and empathy for everybody is concept that needs to be there are all times.

Video #8 Crisis Intervention – Experience 12 Minutes in Alzheimer’s Dementia	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	<p>We do not see fear given credence in other videos, for example, in the arrest and control videos. Everything that we are talking about here should be a part of those conversations as well.</p> <p>The dots need to be connected that this is a technique to de-escalate.</p> <p>If they see this video in a silo area separated from mental health section, then watch other videos of how to use technique then it causes a disconnect. We must look at the larger framing of the videos that are being used so that officers are not having to choose.</p>
2) What, if any biases did you see represented in the video?	<p>The video seems to create a hierarchy in mental illness. It seems that it categorizes scenarios in ways that would tell an officer to be sensitive to people who have Alzheimer’s or dementia and maybe not so in other mental health issues.</p>
3) Are there any patterns in the videos you see?	<p>The video seems very superficial again. The experiment to get people to develop empathy seemed sensationalized. We see a lot of TV news clips with anchors.</p>
4) What would you edit in the video?	<p>Video is outdated and should be replaced by video that is produced by the Alzheimer’s Foundation.</p> <p>Use videos from mental experts.</p>
5) What type of video should be selected or edited to provide a more equitable lens?	<p>Find videos that have a more equitable lens, particularly black and brown people</p>
6) Is this video content acceptable to retain in the training academy curriculum?	<p>Video could be used as a 101 to re-center that are neurotypical. This is what people should hear so that can realize that other people are being heard differently. This is what APD should be trained on. This may help to break down the language barrier between APD and the black and brown community that it serves.</p> <p>The video is valuable in terms of the fact that people need to hear things from someone white or news journalist.</p>



**Community Video Review Panel
Summary Report
Training Academy Videos – Crisis Intervention Videos 9,13,15,16,17,19,20
August 17, 2020**

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review session – Crisis Intervention Videos 9, 13, 15, 16, 17, 19, and 20 on August 17, 2020.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, August 17, 2020, 5:30 p.m. to 8:30 p.m. The Panel was scheduled to review a total of nine videos from the Crisis Intervention courses. Due to the in-depth discussion, only seven of the nine were discussed. The remaining two videos will be added to next week’s schedule

Summary of Progress and Panel Recommendations

- The Panel reviewed and provided commentary/recommendations Crisis Intervention Videos 9, 13, 15, 16, 17, 19, and 20.
- Below are some of the recommendations:
 - Keep Videos 9 and 20
 - Remove videos 15, 16,17,19

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check in with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
9	Understand Alzheimer's Disease in 3 Minutes	3:14	None
13	Your Time in Iraq Makes You A Threat to Society	9:01	None
15	The Kevin Hines Story	13.42	None
16	A South Dakota Police Officer Calmly Takes Mentally Ill Man into Custody	2:53	None
17	Deinstitutionalization	6:29	None
19	Potter County Mental Health Court Off to Good Start	2:16	None
20	Homelessness in Austin	3:02	None
21	Julie Black	4:36	None
22	Brené Brown on Empathy	2:53	None

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Jaimie Von Seltmann	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael King	City APD	Yes
Michael Monroe	City - APD	No
Miriam Conner	Community	Yes
Nakia Winfield	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel views the video.
3. Training officer can provide additional context.
4. Panel discussion.
5. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
6. Panel recommendations recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #9 Crisis Intervention – Understand Alzheimer’s Disease in 3 Minutes

Sgt. Michael King and Officer Jaimie Von Seltmann provided context and commentary of video before and after it was viewed

Video Summary and Context – This is not a TCOLE video I chose this one because I like the visualization and the way it describes it scientific but not too scientific terms what Alzheimer’s is and how it affect the mind and body and some of the similarities it has with mental health disorders because sometimes people with Alzheimer’s can present as having hallucinations and delusions.

Video #9 Crisis Intervention – Understand Alzheimer’s Disease in 3 Minutes	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	Everyone given grace except the Black man
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	Who do we represent in these different settings? Need a little more representation of who has mental illness.
4) What would you edit in the video?	Visually stimulating
5) What type of video should be selected or edited to provide a more equitable lens?	More range of who represents mental health.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep the video

Community Panel Recommendations

Video #9 Crisis Intervention – Understand Alzheimer’s Disease in 3 Minutes

Recommendation:

1. The Panel recommends this video be kept and used. The video could be more visually stimulating. In addition, the panel recommends a more diverse representation of who has mental illness.

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:33:16 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:41:23 -06'00' Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panel's recommendation to keep this video. Additionally, we will continue to seek videos that offer a more diverse representation of the population diagnosed with this disease.

Video #13 Crisis Intervention – Your Time in Iraq Makes You A Threat to Society

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This portion of the class is taught by the Military Care Veterans' Network. It is actually taught by a former person in the military. It can be jarring because this video he talks about his training and goes through a skit of what his training is like. For someone who has never been through this training it can be very jarring. He uses very poignant words. We talk a lot about post-traumatic stress and traumatic brain injury.

Video #13 Crisis Intervention – Your Time in Iraq Makes You A Threat to Society	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	It perpetuates the narrative of the white veteran and reinforces the bias that there are no black veterans. Developing empathy for white stories right now. Recommendation to expand the video to include people of color.
3) Are there any patterns in the videos you see?	People do not get into this situation because of the trauma and stress in their lives. There is a range of trauma like PTSD from veterans that is considered legitimate and worth empathy but a range of trauma that isn't considered legitimate, like racial trauma, y. The training is focused on legitimate trauma and there is an entire range of trauma that gets illegitimated. Want to see conversation around this expanded. The idea of storytelling is so powerful. Need to see it through the lens of people who have racial trauma, and through the lens of over policing.
4) What would you edit in the video?	Recommendation to include homeless veterans and veteran's assistance.
5) What type of video should be selected or edited to provide a more equitable lens?	A version of the video that lived up in a rougher neighborhood to discuss what their interaction with the police. Preferably a person of color.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep the video

Community Panel Recommendations

Video #13 Crisis Intervention – Your Time in Iraq Makes You A Threat to Society

Recommendation:

1. The Panel recommends this video that should be used. The Panel also recommends we should include homeless veterans and veteran’s assistance. Additional stories needed to look at how the videos are fitting into a larger cultural narrative. A version of the video capturing interactions with people of color, in a rougher neighborhood that is disproportionately impacted by arrest/crime, to discuss their interaction with the police.

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:34:12 -06'00'

Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:41:52 -06'00'

Signature _____ Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panel's recommendation and will continue to find other videos

_____ to supplement the course that represent different genders, cultures, and ethnicities.

Video #15 Crisis Intervention – The Kevin Hines Story

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – Kevin Hines is a gentleman who has bipolar disorder and for a long time he was suicidal and tried to commit suicide by jumping off the Golden Gate Bridge. This video came with the TCOLE criteria. He tells his story that he was adopted and talks about the relationship he has with his parents and the things that go wrong in his life. We talk about asking those deeper questions because he had made a bargain with himself that if anybody were to ask him if something was wrong, he wouldn't do it. He ends up not having anybody. We talk to the officers about asking deeper questions digging to find out exactly what they are thinking.

Community Panel – How does Crisis Intervention integrate into the whole curriculum?

- APD's Response – We usually do this class in the first weeks for the cadet at least a month in. Great opportunity as it sets the ground work for de-escalations and empathy and developing an understanding what people are dealing with that we come in contact with. Everything we deal with is someone in crisis. We need to understand as police offices and be sensitive this.

Community Panel – The fact that each unit of the academy does seem so separate is one of the larger concerns I have. I can see why some might think that having separation is useful from a teaching perspective, but when things are kept so separate it seems like you lose out on a lot of learning opportunities.

Video #15 Crisis Intervention – The Kevin Hines Story	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	The overarching theme is that is probably a white family, and we need to be more stories of the people of color.
3) Are there any patterns in the videos you see?	We are seeing the same stories being told from a white male perspective that is more aligned with police culture.
4) What would you edit in the video?	Add a second video with more people of color. If there is not another video with people of color then the panelist would opt not to use this video.
5) What type of video should be selected or edited to provide a more equitable lens?	Worry that you will not see a person in the middle of a crisis elaborate their story. Can you build empathy in the moment for someone who has mental illness or in a moment of crisis

Video #15 Crisis Intervention – The Kevin Hines Story	
Questions	Community Panel’s Responses
6) Is this video content acceptable to retain in the training academy curriculum?	If there is not another video with people of color and gender then the panelist would opt not to use this video. Get information from safe.

Community Panel Recommendations

Video #15 Crisis Intervention – The Kevin Hines Story

Recommendation:

1. The Panel recommends that another video that is not cisgender be selected. Another video should be selected with people of color and more gender inclusion. Get information from Safe.

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:35:13 -06'00'

Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:42:25 -06'00'

Signature _____ Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit concurs with the recommendations of the panel and will be looking to add an additional video

in alignment with the panel's wishes.

Video #16 Crisis Intervention – A South Dakota Police Officer Calmly Takes Mentally Ill Man into Custody

Sgt. King and Officer Von Seltsmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This is a TCOLE provide. It is in the second part of our communications class where it talks about how to provide listening and empathy in conversations, we have individuals that are in crisis. It has some good thing and others that can be improved on. We hone in on good communications we want the officers to have. We want to use first names, make it more personable and building rapport with the individuals talking about things that may not even relate to the situation. We also talk about what not to do like the plain clothes officer in the background. Also, when two officers show up sometimes the individual will gravitate more towards one of the officers

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments.

Community Panel – For the CIT training in Memphis, does this training include talking with people that have mental health issues?

- APD's Response – We do bring in the National Alliance of Mental Illness (NAMI) and do we have some consumers come in and give their testimony about what they've been through. Some have actually had interactions with APD.

Video #16 Crisis Intervention – A South Dakota Police Officer Calmly Takes Mentally Ill Man into Custody	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Police antagonizing the subject unnecessarily. The officer's verbal comments are paternalistic.
2) What, if any biases did you see represented in the video?	Lying to the subject. People think that they have to give access without know their rights.
3) Are there any patterns in the videos you see?	Black male surrounded about a bunch white male police. This is a problematic video. This seems like one of the better videos. It is not in alignment with the goals. The ongoing pattern of calling police to mental health issues. The past videos have been branded.
4) What would you edit in the video?	Remove the videos.
5) What type of video should be selected or edited to provide a more equitable lens?	Videos that reflect ethical decision making. What is the level up from this video?

Video #16 Crisis Intervention – A South Dakota Police Officer Calmly Takes Mentally Ill Man into Custody	
Questions	Community Panel’s Responses
	Come back with critical points in the video to discuss.
6) Is this video content acceptable to retain in the training academy curriculum?	No, eliminate this video,

Community Panel Recommendations

Video #16 Crisis Intervention – A South Dakota Police Officer Calmly Takes Mentally Ill Man into Custody

Recommendation:

1. The Panel recommends that this video be removed. The video needs to reflect ethical decision making. This video is problematic due to a black male being surrounded by white men and the ongoing pattern of police officers being dispatched to calls dealing with mental health issues.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:35:55 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:42:54 -06'00' Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with this recommendation and will be actively searching APD Body Worn Camera Videos to find a suitable replacement.

Video #17 Crisis Intervention – Deinstitutionalization

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed

Video Summary and Context – This video is very old was a follow-up for a video Geraldo Rivera did back in the 70’s with this particular hospital called Willowbrook. It is a TCOLE video and shows the history of how we got to where we are today when deinstitutionalization came about and how these places have terrible environments. They came up with the ideal of sending everyone into the community but there weren’t that many programs to help. It’s so old that Geraldo uses the term retard which we don’t use any more.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel’s major comments were consolidated and are listed below along with APD comments.

Community Panel – Seems like a dangerous endeavor going in a place that is that cluttered. Is there discussion about situations like this?

- APD’s Response – We do talk to them about the things that can and can’t do dependent on the environment they are in. We take calls all the time where there are confined spaces. We discuss strategies for creating distance.

Video #17 Crisis Intervention – Deinstitutionalization	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	It is talking about deinstitutionalization, but we are still institutionalizing.
2) What, if any biases did you see represented in the video?	
3) Are there any patterns in the videos you see?	Building
4) What would you edit in the video?	The entire video
5) What type of video should be selected or edited to provide a more equitable lens?	Look at the videos of the scary institutionalization of the past.
6) Is this video content acceptable to retain in the training academy curriculum?	This video is not acceptable.

Video #19 Crisis Intervention – Potter County Mental Health Court Off to Good Start

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed

Video Summary and Context – This video is about a court diversion program in Potter County Texas and is talking about understanding the jail diversion, and now there are mental health courts, Veteran’s court. We do have these things in Travis County. This one is provided by TCOLE that discusses mental health courts and how it’s one way we are trying to get the person who is arrested with mental health issues the help they need and just getting incarcerated

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel’s major comments were consolidated and are listed below along with APD comments.

Video #19 Crisis Intervention – Potter County Mental Health Court Off to Good Start	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	Problematic language, victim blaming, white savior complex
2) What, if any biases did you see represented in the video?	Strong like savior complex The news story is another FOX News video seems to be blaming people for being in crisis.
3) Are there any patterns in the videos you see?	Using News Stories. A news story about this is not helpful.
4) What would you edit in the video?	Entire anything. Let someone who specifically involved in the courts in Travis County speak to this.
5) What type of video should be selected or edited to provide a more equitable lens?	Replaced with an Austin based video. Find a video that talks about the substance.
6) Is this video content acceptable to retain in the training academy curriculum?	Replaced with an Austin based video.

Community Panel Recommendations

Video #19 Crisis Intervention – Potter County Mental Health Court Off to Good Start

Recommendation:

1. The Panel recommends that this video not be used and be replaced with an Austin video so that someone who is directly involved with Travis County Courts can speak to this. Using news stories is not helpful.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:37:24 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:44:05 -06'00'
Cmdr. Ryan Adam #4624

Date _____

Explanation:

The CIT Unit agrees with the panels recommendation to replace this video with a local one from the concerns of the panel. The Homelessness Outreach Street Team (HOST) who presents this video incorporates the Travis County Court System. The CIT Unit would need the assistance of a video expert to create

and edit such a video.

Video #20 Crisis Intervention – Homelessness in Austin

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed

Video Summary and Context – This portion is taught by Homelessness Outreach Street Team (HOST) which is a combination of an officer, Integral Care, Peer Support Specialist and they go out and work with members of the homeless community. It is a news report but is better done and not sensationalized or glamourized. It does talk about the complexity of individuals and how they end up homeless and some of the issues they encounter when they try to get out of being homelessness. It also meets the objective for the Cadets to understand homelessness, mental health, and victimization

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments.

Community Panel – Seems like a dangerous endeavor going in a place that is that cluttered. Is there discussion about situations like this?

- APD's Response – We do talk to them about the things that can and can't do dependent on the environment they are in. We take calls all the time where there are confined spaces. We discuss strategies for creating distance.

Video #20 Crisis Intervention – Homelessness in Austin	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Did they get permission from the homeless to be in the shot?
2) What, if any biases did you see represented in the video?	All the helpers are white. We are seeing it through the lens of the well-meaning white people. Would like to see videos with more representation of people of color that are helping like whites
3) Are there any patterns in the videos you see?	It feels like it broke.
4) What would you edit in the video?	Center the voices of the people who are directly impacted. It creates this feeling like otherness when the comment was made that there
5) What type of video should be selected or edited to provide a more equitable lens?	Centering the voices of people. It is a good starting point to have a robust conversation about how we criminalize homelessness. Cadets can hear how policing can adversely affects people. Recognize the value getting the community voice included.
6) Is this video content acceptable to retain in the training academy curriculum?	It was a good starting point to talk about the issue of homelessness. Yes, keep the video with additional edits



Community Video Review Panel
Summary Report
Training Academy Videos - Crisis Intervention
Videos 21, 22, 23, 24a, 24b, 24c, 25, 26 and 29
August 24, 2020

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review session – Crisis Intervention Videos 21, 22, 23, 24a, 24b, 24c, 25, 26 and 29.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, August 3, 2020, 5:30 p.m. to 8:30 p.m. The Panel reviewed all nine scheduled videos. The Panel viewed the videos prior to Monday’s meeting and recorded their responses on template that was provided. This change in process enabled the review of all the videos.

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check in with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
21	Julie Black	4:36	None
22	Bene Brown on Empathy	2:53	None
23	NAMI Austin	3:36	None
24 a	Micah Interview – Mary Lee Foundation	0:48	None
24 b	Micah Interview – Friends	1:10	None
24 c	Micah Interview – Police Officers	1:00	None
25	Man Meets Officers Who Saved His Life	7:04	None
26	Officer Talks Man Down from Jumping Off a Bridge	2:04	None

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Jaimie Von Seltmann	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	No
Michael King	City - APD	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Nakia Winfield	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel views the video.
3. Training officer can provide additional context.
4. Panel discussion.
5. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
6. Panel recommendations recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #21 Crisis Intervention – Julie Black

Sgt. Michael King and Jaimie Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – The Julie Black video is the first video that the National Alliance of Mental Illness shows. They come in for a two-hour block. The first hour is a presentation and the second hour they do testimonies. They have individuals who have experienced mental health issues and are now stable and want to talk with officers. Some have had experiences with officers good and bad and they are about what was good and bad.

Video #21 Crisis Intervention – Julie Black	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	We are seeing empathy towards Caucasian people. Glad to see it was a woman and around sexual assault. Do not see officers digesting the information the way that Jamie described.
2) What, if any biases did you see represented in the video?	We are seeing empathy towards Caucasian people and it is not reflected through other races.
3) Are there any patterns in the videos you see?	Provide officers with more specific information on signs of the illness. In a more targeted way meet the objectives. Explore stigma, helping officers to notice signs and symptoms. This should be a separate learning objective. NAMI: There is a separate video needed.
4) What would you edit in the video?	We need video that support clear learning objectives. Provide officers with more specific information on signs of mental illness. Have people to come in and talk about their actual interactions with officers while they were in crisis
5) What type of video should be selected or edited to provide a more equitable lens?	Does not make sense to keep this video, if there is a better video. There needs to be clear alignment with the objectives for this video to be kept. Group has not agreed to discard or keep. Angelica made a recommendation to use another video that was done in collaboration with APD and NAMI. Sgt. King will look into this video.
6) Is this video content acceptable to retain in the training academy curriculum?	Does not make sense to keep this video, if there is a better video. There needs to be clear alignment with the objectives for this video to be kept. Group has not agreed to discard or keep.

Video #21 Crisis Intervention – Julie Black	
Questions	Community Panel’s Responses
	Angelica made a recommendation to use another video that was done in collaboration with APD and NAMI. Sgt. King will look into this video.

Community Panel Recommendations

Video #21 Crisis Intervention – Julie Black

Recommendation:

1. The Panel recommends not to use this video. There needs to be clear alignment with the objectives for this video to be kept. Group has not agreed to discard or keep. Angelica made a recommendation to use another video that was done in collaboration with APD and NAMI. Sgt. King will look into finding a video.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:41:07 -06'00'

Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:45:30 -06'00'

Signature _____ Date _____

Cmdr. Ryan Adam #4624

Explanation:

While the CIT Unit would like to keep this video, we agree with the panel's recommendation of working with NAMI to create an additional video that aligns more clearly with the learning objectives for this course.

Video #22 Crisis Intervention – Bene Brown on Empathy

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This video discusses empathy and how it differs from sympathy.

Video #22 Crisis Intervention - Bene Brown on Empathy	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	We cannot assume that everyone understands the difference between empathy and sympathy
5) What type of video should be selected or edited to provide a more equitable lens?	It shows the officer interacting in empathy. Show a video making a distinction of empathy and sympathy. Allow the officers to see to see the difference. Have a written a role plays where people are practicing empathy and sympathy. There are instances where officers do not display this empathetic behavior. How do you in those tough situations how do you continue to have conversations?
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep this video

Community Panel Recommendations

Video #22 Crisis Intervention – Bene Brown on Empathy

Recommendation:

- 1. The Panel recommends this video should be kept is additional context is provided including:**
 - a. Have a written role play where people are practicing empathy and sympathy**
 - b. Address the “elephant in room” i.e., encounters where police do not exhibit empathy or see others who are not showing this; need to pair the video with discussion and/or video which show what ethics required by officers in this moment”**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:41:44 -06'00'

Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:46:01 -06'00'

Signature _____ Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panels recommendation to keep this video. The issue of empathy versus sympathy
is addressed in depth in the end of the course role-plays where cadets must use the various skills they have been
taught in this course to navigate through realistic role-plays. Integral Care clinicians assist the CIT Unit on grading
and providing feedback during these exercises.

Video #23 Crisis Intervention – NAMI Austin

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This is similar to the last video #22 covering the difference between empathy and sympathy.

Video #23 Crisis Intervention – NAMI Austin	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Highlighted shock that it was well done Break in pattern
2) What, if any biases did you see represented in the video?	The videos with officers that we recognize and familiar
3) Are there any patterns in the videos you see?	Break in pattern. Humanizing black men/black people in a non-paternalistic way. This video did not focus on saviorism. We were able to see his family, counselor was a black woman and there was diversity.
4) What would you edit in the video?	No edits.
5) What type of video should be selected or edited to provide a more equitable lens?	No edits.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep this video

Community Panel Recommendations

Video #23 Crisis Intervention – NAMI Austin

Recommendation:

1. The Panel recommends keeping this video. This video breaks the pattern. It humanizes black men/black people in a non-paternalistic way. This video did not focus on saviorism. Choose more videos like this one.

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:42:30 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:46:33 -06'00' Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panels recommendation to keep this video. We will continue to search for similar racially

diverse videos to incorporate throughout the training.

Video #24a Crisis Intervention – Micah Interview – Mary Lee Foundation

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This is the Arc of Texas’ presentation. The next three presentations are broken up. It talks about where Micah lives. They want to introduce that people with IDD want what everyone else wants (friends, a home, purpose, a job) He lives at the Mary Lee Foundation and has his own autonomy. Micah has come in person sometimes.

Video #24a Crisis Intervention – Micah Interview – Mary Lee Foundation	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	I was concerned about the spectatorship of suffering. He is doing this video to cut this distance down.
2) What, if any biases did you see represented in the video?	It is hard to evaluate the videos with the limited context.
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Consider adding subtitles to these videos. A slide added to give the main takeaways with action steps to understand what Micah is saying. Officers need specific skills so that they do not checkout because they do not know what is being communicated. With people with disabilities, what is the policy when told to get out the car? How do you ensure that officers are more inclusive when someone is not inclusive? Needs to be improvement on teaching people how to respond to people who are not able bodied. Incorporate role play around this into the Academy.
5) What type of video should be selected or edited to provide a more equitable lens?	Recommend that we add subtitles, recapping what the video is...
6) Is this video content acceptable to retain in the training academy curriculum?	I like that the third one is about what officers should do then it is a good video to keep. Yes, keep this video with additional context and edits. It is a good standalone video.

Video #24b Crisis Intervention – Micah Interview – Friends

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This is the second of three videos regarding Micah. This is from the perspective of someone that has IDD understanding they want to have friends and interact with others. He talks about that he has some friends with disabilities and some that don't. He is giving a perspective from his point of view.

Video #24b Crisis Intervention – Micah Interview – Friends	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	There was representation of people of disabilities, it was good to see to this video.
4) What would you edit in the video?	Nothing
5) What type of video should be selected or edited to provide a more equitable lens?	Nothing
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep the video

Community Panel Recommendations

Video #24b Crisis Intervention – Micah Interview – Friends

Recommendation:

1. The Panel recommends keeping this video. There was representation of people of disabilities, it was good to see to this video.

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Michael King
Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:43:55 -0600 Ofc. Jaime von Seltmann
Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:47:35 -0600 Date _____
Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panels recommendation to keep this video.

Video #24c Crisis Intervention – Micah Interview – Police Officers

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – Micah is directing what he is saying towards the police officers and how he wants to be treated. He wants them to know that they make him nervous and he may want to use pictures to communicate with them.

Video #24c Crisis Intervention – Micah Interview – Police Officers	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	This video was important to see an underrepresented group sharing their experience and lived experience view police. Would like to see more videos with people of color sharing their view or lived experience of police.
4) What would you edit in the video?	Nothing
5) What type of video should be selected or edited to provide a more equitable lens?	Nothing
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep the video

Community Panel Recommendations

Video #24c Crisis Intervention – Micah Interview – Police Officers

Recommendation:

1. The Panel recommends keeping this video. It was important to see an underrepresented group sharing their experience and lived experience view police. The Pane would like to see more videos with people of color sharing their view or lived experience of police.

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:44:38 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:48:07 -06'00'

Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panels recommendation to keep this video.

Video #25 Crisis Intervention – Man Meets Officers Who Saved His Life

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – This video is shown during the communication presentation talking about how to communicate with someone in crisis. It meets several objectives including modes of communication, five universal truths (All cultures want to be treated with dignity and respect, all people want to know why, would rather be asked than told to do something, all people would like to have options versus threats, and All people want a second chance to make matters right.) This video has a man with bb gun and is waving it around and asking the officers to shoot him.

Video #25 Crisis Intervention – Man Meets Officers Who Saved His Life	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	He is given more empathy because he is white.
2) What, if any biases did you see represented in the video?	We have seen black men walking down the street and have been shot. Any person should be treated in this way.
3) Are there any patterns in the videos you see?	White person given empathy, which we do not see representation of the video.
4) What would you edit in the video?	Something verbally said that this is how you deescalate. There is a lot of empathy being distributed to white people. There needs to be representation of people of color experiencing the same type of empathy. It really matters who we see.
5) What type of video should be selected or edited to provide a more equitable lens?	Video that does not deescalate via football. When is it ever appropriate for the officer to be the first responders? Try to reimagine is this going to be the outcome we see in the news and it turned out not to be the rule but the exception. How do we change the narrative that this is not the exception, but not the rule? The Title should be more accurate in terms of what happened in the video. Don't use news journalism because anchors only know how to tell these stories in limited ways. Not framing for the cadets that they are instruments of God.
6) Is this video content acceptable to retain in the training academy curriculum?	Anni-Michelle thinks that we need to find another way to present this.

Video #26 Crisis Intervention – Officer Talks Man Down from Jumping Off a Bridge

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – We have officer talking to a gentleman that is thinking about suicide and sitting on the edge of a bridge. It does happen quite a bit in Austin on the overpasses. The officer is talking with him to try to build rapport and get him to come back over the rail. This is part of our communications training where we want the officers to see good outcomes.

Video #26 Crisis Intervention – Officer Talks Man Down from Jumping Off a Bridge	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Happy to see an African American Male representation.
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Continue to add blurring. The subtitles were very helpful, please add these in other videos. We should edit out the use of the Redskins name being used in the video.
5) What type of video should be selected or edited to provide a more equitable lens?	This is the kind of video should be used from body cam. The communication that was used The asking of permission The supportive role They were taking a submissive role towards the main leader This showed how to properly offer support.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep this video.

Community Panel Recommendations

Video #26 Crisis Intervention – Officer Talks Man Down from Jumping Off a Bridge

Recommendation:

1. The Panel recommends keeping this video. This is the kind of video that should be used from body cam. The communication that was used is good. The asking of permission, the supportive role, taking a submissive role towards the main leader, showed how to properly offer support. Good video.

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:46:24 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:49:03 -06'00'

Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panels recommendation to keep this video.

Video #29 Crisis Intervention – Police Officer Consoling Teen Goes Viral

Sgt. King and Officer Von Seltmann provided context and commentary of video before and after it was viewed.

Video Summary and Context – The video shows an officer and is doing his regular duties and hears this call come over the air. He goes to the call because he hears it is not going well, A young man is engaged with officers. This office takes a different approach and gets down on his level and the young man in the video has autism. The news heard about this and interview the officer.

Video #29 Crisis Intervention – Police Officer Consoling Teen Goes Viral	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	Whether having the photo of this individual while he was in crisis. Posting something like this on social media is not something that APD would allow. Is there discussion around how this video became viral in the first place. Privacy and social media.
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	This video was paternalistic, saviorism and sensationalism in the way that the media framed the story. The news keeps normalizing the stories that we do not want and these stories are the exception
4) What would you edit in the video?	It could be paired down to the image of the officer on his knees with the person who had autism. It would still meet the learning objectives.
5) What type of video should be selected or edited to provide a more equitable lens?	We should not need explicit training in order to exercise humanity and common sense.
6) Is this video content acceptable to retain in the training academy curriculum?	With some edits it could be kept if it is focused only on the officer and his interaction with the person in crisis. Remove the sensationalism that is surrounding it. Get rid of all the talking news heads.

Community Panel Recommendations

Video #29 Crisis Intervention – Police Officer Consoling Teen Goes Viral

Recommendation:

1. The Panel recommends keeping this video with edits. It could be paired down to the image of the officer on his knees with the person who had autism. It would still meet the learning objectives. Remove the sensationalism that is surrounding the video. Get rid of all the talking news heads. This is not a good example of how to address someone with autism or mental health crisis. The officers made it worse. We do not want to normalize that interaction. With some edits, it could be kept if it is focused only on the officer and his interaction with the person in crisis.

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Sgt. Michael King Digitally signed by Sgt. Michael King
Date: 2020.12.21 13:47:05 -06'00'

Signature Ofc. Jaime von Seltmann Digitally signed by Ofc. Jaime von Seltmann
Date: 2020.12.21 17:49:34 -06'00'

Date _____

Cmdr. Ryan Adam #4624

Explanation:

The CIT Unit agrees with the panels recommendation to keep this video. We would need assistance from a video expert to make

the recommended edits; however, we would like to find an APD Body Worn Camera video to replace it that reflects the same

communication skills and positive outcome.



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



Community Video Review Panel
Summary Report
Training Academy Videos – De-escalation Strategies
Videos 1, 2, 3, 4, 5, 6, 7, and 8
August 31, 2020

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review session – De-escalation strategies Videos 1, 2, 3, 4, 5, 6, 7, and 8.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, August 31, 2020., 5:30 p.m. to 8:30 p.m.

This is the second week the Community Panel reviewed videos and recorded their responses in the provided template in prior to the Monday session. This effort allowed the Community Panel to review all of eight videos as scheduled and remain on track. In addition, it was communicated to the Community Panel that they would have sufficient time to complete the reviews of the six summary reports already received and provide feedback to ensure thee reports capture the appropriate information.

A new item, Video Patterns, has been added to the report to track the patterns observed during the video review.

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. **Meeting Agenda**

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
1	Woman in Crisis Baltimore, MD	4:48	Blurred Nudity
2	St. Louis 1	1:39	None
3	Coeur d'Alene, ID	1:38	None
4	NY	3:03	None
5	Video #	2:32	Subject Shot
6	Buckeye	0:43	None
7	Paton Blough	3:10	None
8	Columbia, SC	3:09	None

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Nakia Winfield	Community	No
Phil Hopkins	Community	No
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel views the video.
3. Training officer can provide additional context.
4. Panel discussion.
5. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
6. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #1 De-escalation Strategies – Woman in Crisis Baltimore, MD

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – Background on the course Integrating Communications Assessment and Tactics. The State of Texas required last year during our TCOLE training requirement that every officer in the state take a de-escalations class (1849) and published a document that had course outline or this course could be used that was put together by the Police Executive Research Forum (PERF) APD decided to go with PERF course.

The first video is an introduction to the entire course. We have an individual with a knife threatening self-harm situation. The officers go in and slow things down., They are not treating it as a tactical problem more of a social problem and we get a positive outcome. There are some things the officers brought up that they don't like about the video

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments.

Community Panel – What are the things you highlight that are good in the video (appropriate behavior) and things that could be done better?

- APD's Response – We recognize this is a call with a person in emotional stress threatening self-harm. They don't treat it as a classic situation where we see officer's screaming "drop the knife" and pointing guns at everybody. We then open it up to cadets and ask them what they see that they liked and didn't like. We got feedback that the commands are paternalistic, condescending and that he is not taking her problem seriously. We go back and focus that they recognized the situation a person armed with something other than a gun that is a behavioral emotional crisis, they use tactical communications with the crisis recognition and good tactics to safely resolve the situation.

Community Panel – I appreciated the lead officer when he told the other officer to go away because he had the situation and also appreciated the brotherhood at the end when the officers were all saying "good job". I was confused by the other people wearing blue in the video. Could you clarify their roles? What conversations do you have with Cadets about consent to touch somebody? What about clearer commands?

- APD's Response – We talk about the commands in the tactics portion where we talk about one voice one speaker that is giving the commands so they are not confused by not having multiple speakers. We talk about getting positive consent before contacting an individual in Video 8. We try to make it more of a voluntary thing that the individual make contact with us.

Community Panel – I was relieved the Cadets brought up the point they didn't like the way he was talking to the individual.

Community Panel – I was reading along the guide that was attached and wanted to ask about the ICAT 2020. These questions in here are not verbatim. For this particular video, I thought the recommended questions were really irrelevant to what the goals were. Felt like some of the questions were a little bit leading. Do you use these questions and follow them verbatim or use your own questions?

- APD's Response – The lesson plan for 2020, we just took the PERF's manual for this course and put it into the format we have to submit TCOLE. We don't necessarily follow it verbatim. There are some things in there that are leading which is a good way to phrase it. We found it much more productive just to have an honest conversation about it. Realistically we probably should update it

Community Panel – Is this a good video? Rate from 1-10? Have you seen better?

- APD's Response – I would put it at a 6 or 7. For what we are looking at going into a situation that historically would have been dealt with vastly differently with negative outcomes for everyone involved, the officers recognized it wasn't a firearm and the person has an emotional behavioral crisis. There are some things that could have been done differently. I am not aware of any other videos that show this many elements in a time and video space where we can see all this action at the same time.

Community Panel – I thought this is an awesome opportunity to discuss what the barriers are in terms of the community calling the police in these types of situations. For every one great call, it could be another call when they did not call the police and something negatively could have happened because of the fear. I don't remember who said "put the knife down before they shoot you or tase you". If I call the police that would be my first thought. This is an important thing to talk about the police and community.

- APD's Response – This is an excellent block where we have not historically touched on. I could see a couple of places where this would fit fairly well into the training with communications where we are making contact with the family.

Video #1 De-escalation Strategies – Woman in Crisis Baltimore, MD	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	Another black female in crisis. The guidebook language because it paints a picture of being very pro-police. The idea is to pat the officer on the back that no one dies. The gold standard should be that everyone wins and nobody dies.
2) What, if any biases did you see represented in the video?	The tone
3) Are there any patterns in the videos you see?	Officers promising more than they can deliver is concerning. When the subject mentioned Anthony and the officer promised that they would get Anthony
4) What would you edit in the video?	Talk about not over promising or overcommitting yourself. Blur out everyone’s face.
5) What type of video should be selected or edited to provide a more equitable lens?	Given the context what would more of an ideal response be? It is fine that it is shown in a context. What are some more positive videos that can be used? This video should not be held as the ideal video. More videos to demonstrate more ideal behavior. May need to have a longer video to show how long it could take and giving them permission to slow things down. The entire video should be shown to the cadets to show them that you have to slow things down. This may add value to the context.
6) Is this video content acceptable to retain in the training academy curriculum?	Joe, would like to see the entirety of the video to break down all the points where officers can improve. Were people being able to go home. The trainers can talk about how the cadets are processing this. Show the first 5 minutes, once they have talked about the ideal way, then talk about the rest of it and talk about what they did good and what they did bad. Find a video where they did it well.

Community Panel Recommendations

Video #1 De-escalation Strategies – Woman in Crisis Baltimore, MD

Recommendation:

- 1. The Panel feel this vided is not the ideal video. More videos to demonstrate more ideal behavior. May need to have a longer video to show how long it could take and giving them permission to slow things down. The entire video should be shown to the cadets to show them that you have to slow things down. This may add value to the context. Would like to see the entirety of the video to break down all the points where officers can improve. The trainers can talk about how the cadets are processing this. Show the first 5 minutes, once they have talked about the ideal way, then talk about the rest of it and talk about what they did good and what they did bad. Find a video where they did it well.***

- The Austin Police Department concurs with the Panel’s recommendations.
- The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:08:02
-06'00'
Mark Spangler

Date 01/08/2021
1-08-2021

Explanation:

APD agrees to remove this video and will look for other videos that may be better to demonstrate the learning objectives.

Video #2 De-escalation Strategies – St. Louis 1

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – Video 2 is out of St. Louis where the dispatcher gets a call from the store owner where he says there is male shoplifter in my store and now, he is standing around outside and wants officers to respond. The male enters the store and shoplifts two cans of soda walks outside and sets them down and just paces while the owner watches him. The officers respond and the individual approaches the officers. The officers tell the individual to take his hands out of his pockets and the officers draw their guns. The video cuts there and we do show the full video in the tactics module where the individual does get shot. At this point in the curriculum, we try to get a conversation going about what make these incidents difficult. Is the fact we are operating with limited information or don't know what crisis he is in. We have to figure all these things out. Having these challenges laid out allows us to go to critical decision making in the next module where we tie all this together where we say here is a framework to be worked through and evaluate your calls especially for Cadets that don't have any prior law enforcement experience.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments.

Community Panel – The over representation of Black-American men as violent is a problem. It's bad for Cadets to see this constant pattern. We are seeing this in every single module. This is a repetitive theme and think this video should be removed.

Community Panel – The video description was quite short and says the value of this video is the situations the APD will encounter. If this is a common situation, we should find another video. This particular one reminds me of Worldstar. It made it seem a lot less serious, like a joke.

Community Panel – We should train on what to do, not train on what not to do.

Community Panel – Based on the description, how common does this happen in Austin?

- APD's Response – Haven't worked patrol in over ten years, but when I was working patrol, shoplifters that may or may not be armed was not a daily occurrence but was not something out of the ordinary.

Community Panel – The only way I would think to attempt to keep this video is the deeper conversation centered around grace. A lot of time when we see black men interact with police in these videos compared to other people, we see a longer time of engagement with white people as when oppose to black people we see the guns come out quick. What does this mean? Why does this happen? Where does this come from?

Community Panel – Do you know why or how this video was selected?

- APD's Response – I don't know why PERF chose this one for this particular. It is use in the tactics section and they may have wanted to double up on it. PERF chose all the videos in the curriculum except the last two videos we are going to watch. PERF select the lesson plan and guide.

Community Panel – Can we keep track specifically the racial components of all the people in the videos? Even the cities?

Video #2 De-escalation Strategies – St. Louis 1	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	Another method of questioning other than an oral exam.
2) What, if any biases did you see represented in the video?	The over representation of African-American men being shown as violent.
3) Are there any patterns in the videos you see?	The over representation of African-American men being shown as violent.
4) What would you edit in the video?	The conversation around grace is the only way that this video should be kept. We see longer conversation about engagement when it relates to black people compared to white people. If conversation should be happening.
5) What type of video should be selected or edited to provide a more equitable lens?	Training on what to do instead of what not to do. Video around de-escalating a large group of people. De-escalation for a large
6) Is this video content acceptable to retain in the training academy curriculum?	No. The over representation of African-American men being shown as violent the pattern is repetitive for the cadets should not be seen. There needs to be diversity representation to help to provide feedback of African American Men selecting videos.

Community Panel Recommendations

Video #2 De-escalation Strategies – St. Louis 1

Recommendation:

1. The Panel recommends this video not be used. The over representation of African American men being shown as violent is a pattern that is repetitive for the cadets. This should not be seen. There needs to be diversity representation to help to provide feedback. There should be more African American Men selecting videos. The conversation around grace is the only way that this video should be kept. We see longer conversation about engagement when it relates to black people compared to white people. If conversation is not happening, it should be happening.

- The Austin Police Department concurs with the Panel's recommendations.
- The Austin Police Department does not concur with the Panel's recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:12:36 -06'00'

Date 01/08/2021
1-08-2021

Explanation: Mark Spangler

APD agrees to remove this video.

Video #3 De-escalation Strategies – Coeur d’Alene, ID

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – Officers are responding to a call where a pickup truck hit a telephone pole. A witness said it headed in a particular direction. The officers were able to locate the residents to try to make contact with the driver regarding the crash.

By this point of the course, we have moved into the instructional module where we talk about critical decision-making model which is the framework model that PERF has put together to allow Cadets or officers to have a structured framework to work through the different steps to successfully resolve a police call. We’ve just discussed step one which is gathering information. When the video stops after the officers have made entry into the trailer, what other information do they think would be important to have in this situation.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel’s major comments were consolidated and are listed below along with APD comments.

Community Panel – Is this how you would want Cadets to operate?

- APD’s Response – No, absolutely not. This is one of the things we discuss. This is definitely in the category of what not to do

Community Panel – I still think there could be a better video.

Video #3 De-escalation Strategies – Coeur d’Alene, ID	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	Over representation of black people in the videos. The tone that was used and weapons drawn. The person is inflicting harm to himself and guns are being drawn.
2) What, if any biases did you see represented in the video?	The bias is the excessive use of force. The bias of how the police talk to people. The treatment between class differences. It seems when homes are entered it is a low income or working-class home.
3) Are there any patterns in the videos you see?	Everything changes. The bias of how the police talk to people. The treatment between class differences. It seems when homes are entered it is a low income or working-class home. Quick decision on someone’s fate when there is no actual conversation. This is a video of what not to do. Over representation of black people in the videos.
4) What would you edit in the video?	If we saw more videos of what to do then Joe could see watching a video on what not to do again. Only if there is a video on what to do. We have not seen the variety of videos of showing what to and what not to do. It makes it difficult to judge.
5) What type of video should be selected or edited to provide a more equitable lens?	Would you see a high level of engagement if this was a more affluent community? Find videos in more affluent communities and how they are being treated. Do they get the same grace or a different tone?
6) Is this video content acceptable to retain in the training academy curriculum?	No, eliminate this video

Community Panel Recommendations

Video #3 De-escalation Strategies – Coeur d’Alene, ID

Recommendation:

1. The Panel recommends not using this video. If we saw more videos of what to do then Joe could see watching a video on what not to do again. Only if there is a video on what to do. We have not seen the variety of videos of showing what to and what not to do. It makes it difficult to judge.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck
Digitally signed by James Beck
Date: 2021.01.08 13:13:11 -06'00'

Date 01/08/2021

Mark Spangler

1-08-2021

Explanation:

APD agrees to remove this video.

Video #4 De-escalation Strategies – NY

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – By this point in the CDDM, we’ve talked about the critical decision-making model, knowing what your authorities and legal abilities are to do something. This is an example of a New York State trooper or state patrol not being aware of what the current law as far as drone operations is. Fortunately, his sergeant is there to get things settled and let the call begin with the way it should have been. It’s an example of “don’t be this guy but be the sergeant” and be the knowledgeable one and know how things are supposed to work.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel’s major comments were consolidated and are listed below along with APD comments.

Community Panel – You mention the call is about the law. What about the tone and attitude and difference between the two officers?

- APD’s Response – We do go into that a little bit. We discuss how he comes off.

Community Panel – There is a lesson to be learned from this video regarding the tone.

Community Panel – What usually happens when an officer tries to interpret the law? This is happening all the time. What’s APD’s policy navigating situations like these?

- APD’s Response – The closest thing we have to policy if you are unsure, make the scene safe, pause the situation, and start working your way up the chain of command. We train the Cadets, if you are not sure and as long as the scene is safe, dig out your penal code or get on your city issued phone look up what the relevant code says, call your senior officers. I tell Cadets to wake me up.

Community Panel – Do we also use this video as a way to talk about officers to check in with fellow officers. It’s different if someone above you comes down but if they are at the same level, how does this work?

- APD’s Response – Not with this video, because the backup officer doesn’t really step in and take control. We do talk about it in Use of Force with officers interceding with excessive force or violating civil rights or things like that.

Community Panel – Regarding ethics and commands that are offered. Where do they cover that? People on the east side are more likely to get a traffic stop or get their car searched. A lot of people in the community historically don’t know their rights. If they are asked to open their trunks and think this is the only way they can prove they are not guilty but don’t know they can refuse that. Where does ethics lie and when do they talk about ethics and is talked about more than once?

- APD’s Response – I can say specifically when they go over policy and also about arrest search and seizure. There is definitely a discussion on what our legal authorities are. There is a four-hour block on ethics the first week of the Academy.

Video #4 De-escalation Strategies – NY	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	It sounded like a white man that is pushing the boundaries. If this was a person of color it would have been a confrontation and they would not have been leeway given.
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	The is another what not to do. It seems different front the others. The fact that this video is an example of tone and mannerism. If there was a robust conversation about tone, this video would be even more useful.
4) What would you edit in the video?	There is a lesson to be learned around the tone. It is not really de-escalating. How nice that you have to be white not to get shot in one of these videos. What happens when we go into an affluent neighborhood or coming neighborhood?
5) What type of video should be selected or edited to provide a more equitable lens?	It is missing a lot if this person feels that they can get into the persons face and have the sergeant face and the sergeant apologize to them and there is a non-lethal outcome.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep this video but have the larger conversations around the power dynamic.

Community Panel Recommendations

Video #4 De-escalation Strategies – NY

Recommendation:

- 1. The Panel recommends keeping this video with additional context.**
 - a. Have the larger conversations around the power dynamic. What happens when we go into an affluent neighborhood or coming neighborhood? It is missing a lot if this person feels that they can get into the officer’s face, have the sergeant face and the sergeant apologize to them and there is a non-lethal outcome. Compare this to the outcome with black subjects. There is a lesson to be learned around the tone. It is not really de-escalating.**

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck
Digitally signed by James Beck
Date: 2021.01.08 13:13:57 -06'00'

Date 01/08/2021

Explanation: Mark Spangler

1-08-2021

APD agrees to add the discussion points that have been recommended with this video.

Video #5 De-escalation Strategies – Coeur d’Alene, ID 2

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – By this point we’ve gone through all five spokes plus the center portion of CDMM. We’ve talked about the steps for a call that an officer should go through to be able to have an opportunity to successfully resolve a call. This is one of those which is a “what not to do”. We do break down the video and ask did he gather enough information, did he know what is legal authorities were, did he have a plan of action, did he pause to gather his resources, did he take appropriate action. We pretty much go through it and look at all the mistakes he made and what at each juncture point could have been done differently to pull that situation back from where it was.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel’s major comments were consolidated and are listed below along with APD comments.

Community Panel – In order to have a “what not to do video” there should be a stunning “how to do it” video to cancel it out. The inequities will all the same as the first video

Community Panel – We’ve seen another video with a man with a knife where the officer is backing up and giving him space and to the point he is almost about to walk into the middle of the highway. I don’t see the point of this video

Video #5 De-escalation Strategies – Coeur d’Alene, ID 2	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	
2) What, if any biases did you see represented in the video?	
3) Are there any patterns in the videos you see?	In order to show a what not do, there has to be a “what to do” video.
4) What would you edit in the video?	
5) What type of video should be selected or edited to provide a more equitable lens?	
6) Is this video content acceptable to retain in the training academy curriculum?	No, eliminate the video

Community Panel Recommendations

Video #5 De-escalation Strategies – Coeur d’Alene, ID 2

Recommendation:

1. The Panel recommends not to use this video as it is another example of “a what not to do” video.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck
Digitally signed by James Beck
Date: 2021.01.08 13:14:27 -06'00'

Date 1/8/21

Mark Spangler

1-08-2021

Explanation:

APD agrees to remove this video.

Video #6 De-escalations Strategies Crisis Intervention – Buckeye

Officer Gray Carrillo provided context and commentary of video.

Video Summary and Context – We are moving into module 3 where we talk about crisis recognition training. This video is from Buckeye, Arizona. The call is a suspicious person, possible male on drugs, at a mobile park. The officer responds on the scene and does not recognize the behavior of the individual as being “stemming” on the autism spectrum and the call goes horribly wrong at that point. The discussion of this video is what are the negatives of not being aware of mental health issues and along these lines the different conditions and how they present and why it is important for officers to recognize the importance of those so they don’t end up in a situation like this. It’s kind of an example of “what not to do”. I think if we cut it before the officer goes hands on it is a pretty good example of “stemming” and a real-world context of a bodycam. But once the officer goes hands on it’s an absolutely not what to do.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel’s major comments were consolidated and are listed below along with APD comments.

Community Panel – What is stemming?

- APD’s Response – Jaimie from last week could have answered it a lot better than I can. From my understanding it’s a type of term I would use as self-soothing behavior that some individuals on the autism spectrum use and usually displayed with a nervous tick or have it from everything from psycho-motor where they are constantly doing something with their hands or a verbal tic.

Community Panel – Do we have a “what to video” because this video is upsetting?

- APD’s Response – We do not have another one in this block. I believe there was one in CIT

Community Panel – I would like to see something to balance this out specifically for this subject matter because it would be a lot more fruitful to see how an officer could do this well. I think I would want to push this conversation a little further to show this video because in this single instance if someone is not able to advocate for this person the detrimental effects of this officer arresting them could have long lasting consequences that we don’t even know about. Once we are put into a system like we have where you might not even appear before a judge for a couple of days. Then if you add on that this person is on the spectrum, we don’t know this could disproportionately impact their lives. Pushing this point further could help the officer see the impact of how this system works.

- APD’s Response – Did the version of the video you see have the Mom coming on the scene? The version we show is the one you watched. There is an uncut longer version the Mom does come running up, and eventually the individual is picked up, dusted off but we show that entirely through. If you think there is value from showing that portion, we potentially could.

Community Panel – Are there places in the curriculum where this is laid out and where we are talking about the impact of what it is like from a person’s experience and the impact of being arrested and all those different elements?

- APD’s Response – The next video in this block directly talks about that.

Community Panel – I watched it and it happened so fast, I was like, what happened? Had it not been for the video description I would not have known it anything to do with someone on the spectrum. I think that based on the smaller things or more narrow things I don’t tis this video shows anything in terms of what it’s about. I don’t think this a good example of what you are wanting to show.

Video #6 De-escalations Strategies Crisis Intervention – Buckeye	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	
2) What, if any biases did you see represented in the video?	This video does not show any stemming. Over representation of black men. He was approaching the person as if they were neurotypical without understanding the situation or if he was neurotypical.
3) Are there any patterns in the videos you see?	This is another what not to do video.
4) What would you edit in the video?	We need to see how an officer actually has done this right instead of what not to do.
5) What type of video should be selected or edited to provide a more equitable lens?	Adjust to show mom in the video.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, with edits and context. If we keep the video Play the uncut longer version where the mother comes in. Show this video because if there had not been someone there to advocate for them then we do not know how this would have turned out. Officers could potentially see how it impacts people who are disadvantaged. Are there places in where it is talked about how people are impacted? The officers need to know the weight of their decisions when they do not know what people on a spectrum are exhibiting. The interaction aligned with Elijah McCane.

Community Panel Recommendations

Video #6 De-escalations Strategies Crisis Intervention – Buckeye

Recommendation:

- 1. The Panel recommends if this video is kept it has additional context and edits.**
 - a. Play the uncut longer version where the mother comes in. Adjust to show mom in the video. Show this video because if there had not been someone there to advocate for them then we do not know how this would have turned out. Officers could potentially see how it impacts people who are disadvantaged. Are there places in where it is talked about how people are impacted? The officers need to know the weight of their decisions when they do not know what people on a spectrum are exhibiting.**

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:15:35 -06'00'

Date 1/8/21

Explanation: *Mark Spangler*

1-08-2021

APD agrees to use this video with the longer version and discussion points

Video #7 De-escalations Strategies – Paton Blough

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – In this video we need to be able to recognize some of the different clues and behavior of various mental illnesses and IDD exhibits so that we are able to recognize someone in crisis whether emotional or behavioral so that we are treating them in the appropriate manner versus just viewing this as criminal behavior that we need a law enforcement response to. This video goes directly to Joe's point in the previous video regarding what the end effect of someone with either mental illness or IDD and in this case mental illness, what their journey of going through the criminal justice system based on their mental illness. It is a news report from PBS.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments.

Community Panel – When we were in the CIT portion, there was a mention of bipolar in particular being one of the diagnoses. In the event that bipolar is not discussed in CIT or any other block up in this block, I feel like this paints a particular picture of what someone who has bipolar disorder behaves like and don't think that's not the same with every person with that diagnosis. The way he was presenting sometimes made it seem like he was scaring people. Seems like it was dramatized.

Video #7 De-escalations Strategies – Paton Blough	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Who can tell these stories, and who gets to tell these stories? I do not see black people in these types of roles. I would like to see a variance in these Ted Talk types of stories.
2) What, if any biases did you see represented in the video?	Continuing to build empathy for white men with mental illness.
3) Are there any patterns in the videos you see?	Continuing to build empathy for white men with mental illness. Television journalism context.
4) What would you edit in the video?	You could crop from the 2-minute mark and before could go. Subtitles Does the academy accept people that may have hearing disabilities?
5) What type of video should be selected or edited to provide a more equitable lens?	Subtitles.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, with edits. If we get rid of the first two minutes that paints a negative image of people with bipolar.

Video #7 De-escalations Strategies – Paton Blough	
Questions	Community Panel’s Responses
	Can we find a video with black people with mental illness that are able to share their experience in a positive light?

Community Panel Recommendations

Video #7 De-escalations Strategies – Paton Blough

Recommendation:

- 1. The Panel recommends keeping this video if edits are implemented.**
 - a. Eliminate the first two minutes that paints a negative image of people with bipolar. Can we find a video with black people with mental illness that are able to share their experience in a positive light? Use Subtitles.**

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:17:07 -06'00'

Date 1/8/21

Explanation: *Mark Spangler*

1-08-2021

APD agrees to use this video with the recommended edits

Video #8 De-escalations Strategies – Columbia, SC

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – We've moved to module four at this point which is tactical communications. What we have discussed up to this point of this video is rapport building strategies, hot buttons and hooks, basically what are things we want to avoid talking about, what are things we do want to talk about, how can we gain rapport to be able to start building that trust to allow us to negotiate a successful outcome with the individual we are working with. You have seen the long version in the CIT presentation. PERF selected this video. It is edited down and focuses on the officer's communication with the individual on the bridge to try to gain that successful conclusion. As far as the discussion goes, he avoids those hot button issues, those things that are going to get a negative reaction from the individual on the bridge and focuses on what is not going to do harm and what is going to gain some kind of rapport to communicate with the individual. We are there to try to get this negotiation process started and as long as we can keep the pipeline open so we can work our way to a successful resolution. We want to offer them things that are in advance as a positive symbol towards something that can look at to rein in their emotions that is generating this crisis, they are in.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments.

Community Panel – In an effort to not be repetitive what were some of the comments we talked about before when we say this video?

Community Panel – We talked about good communications, de-escalations, the sports reference of the Dallas Cowboys, and body language

Community Panel – Do you want to show the same video multiple times?

- APD Response – Usually the CIT block is fairly removed in time from when they get this block at the Academy plus, they are drinking from firehoses. The edited down version really covers what we need

Community Panel – Is this more of a how to do something or not how to do something?

- APD Response – This is more of a how to do something. The officer works with the individual, gives him some space, able to make contact with him, focuses on positive issues, and utilizes rapport building questions.

Video #8 De-escalations Strategies – Columbia, SC	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	There is a mention of the Washington football team.
2) What, if any biases did you see represented in the video?	Bias on who is on the scene.
3) Are there any patterns in the videos you see?	This video breaks the pattern in terms of the kind of tone that people of color and race are given with police.
4) What would you edit in the video?	We need to edit out the use of Redskins.
5) What type of video should be selected or edited to provide a more equitable lens?	Be more inclusive. Do not assign people a gender. Just say the officer. Nonbinary
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep this video.

Community Panel Recommendations

Video #8 De-escalations Strategies – Columbia, SC

Recommendation:

1. The Panel recommends keeping this video. Be more inclusive. Do not assign people a gender. Just say the officer.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:17:58 -06'00'

Date 1/8/21

Explanation: Mark Spangler

1-08-2021

APD will keep this video with recommended discussion modification.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Pattern
1	Officers promising more than they can deliver is concerning.
2	Over representation of African-American men being shown as violent.
3	The treatment between classes.
4, 5, 6	Videos of “what not to do.”
7	Continuing to build empathy for white men with mental illness. Television journalism context.
8	This video breaks the pattern in terms of the kind of tone that people of color and race are given with police.



LifeAnew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



Community Video Review Panel
Summary Report
Training Academy Videos – De-escalation Strategies
Videos 9, 10, 11, 12, 13, 14, and 15
September 14, 2020

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review session – De-escalation Strategies Videos 9, 10, 11, 12, 13, 14, and 15.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, September 14, 2020, 5:30 p.m. to 8:40 p.m.

This is the third week the Panel reviewed videos and recorded their responses in the provided template prior to the Monday session. This effort allowed the Community Panel to review all seven videos as scheduled and remain on track.

Nakia Winfield, Community Panel Member, issued her resignation from the Panel on September 11, 2020.

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check in with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. **Meeting Agenda**

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
9	Appleton, WI	5:03	Nudity
10	St. Louis 2	1:19	None
11	San Diego	3:43	Subject Shot
12	San Francisco	1:21	Subject Shot
13	Baltimore 1	4:43	None
14	San Joaquin County	2:46	Subject Shot – Less Lethal
15	St. Paul, MN	10:01	Subject Shot – Less Lethal

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel has previously reviewed the video
3. Panel discussion.
4. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
5. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #9 De-escalation Strategies – Appleton, WI

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – The police are dispatched to a call of basically some with some kind of crisis at this woman's house. She stated her son is having some kind of reaction, speaking incoherently. The video basically just shows the officer arriving on scene. He works through the CDMM, the decision-making model that's taught in the class to be able to kind of gather the information, determine what his objective is there, what his lawful authorities are, what a good option to work within the issue that he's presented with. He uses good verbal skills to gather information from the mom. He speaks with the subject himself about kind of what's going on there. He recognizes the possibility that the individual has some kind of drug reaction or something along those lines. Could be behavioral as well, but doesn't know. He contacts the EMS and basically just, you know, uses his verbal skills to kind of keep the situation calm. We showed this as just a good example of the officer going in, using basically what we have taught so far in the class and getting a positive outcome in terms of being able to keep the situation calm and get the appropriate people rolling.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Is it possible to just blur all of the citizens' faces in all of the videos?

- APD's Response – I would think we probably could. I don't know for sure. But I know we definitely have the capability to at least do some.

Community Panel – I see a similar pattern. I'm not in these people's heads. But what I saw in this video didn't lead me to believe this officer saw this situation or that person as much of a threat. What we have seen in other videos, particularly with black males, is that both body language and verbal responses of the officers suggest that the officers are immediately sort of encountering the person as a threat and as dangerous.

Community Panel – On top of that, seems like a lot of these places are in the hood, you know. I see like neighborhoods that I grew up in. And it just seems like, you know, nothing ever happens in the rich neighborhoods. Nothing ever happens in the mansions and stuff like that. So, are we the only person that gets pulled over? So, I guess, you know. I always see the cops over here on the east side, but is this a class issue as well.

Community Panel – This is particularly true given the other videos that we had to watch in which, you know, people were shot within seconds of officers arriving at the scene. I think it's with the exception of one of them, pretty much every video that we watched after that reinforces exactly what -- what Joe and Phil had just said

Community Panel – I would just like to see a different narrative around the stories of people of color and specifically poor people because people that are on the lower socio-economic side. I still don't remember that -- not Block Buster Video, that Wal-Mart video where chaos came about because people were listening to music in the parking lot. I would like to see other narratives surrounding that. If we're going to keep that, I would like additional videos to show the humanity of various people, not just white people

Community Panel – But, you know, I just -- I can't help but think that this officer responded to this person in the way he did, right, just okay this really isn't a cop call, this guy needs medical help. We have seen a lot of videos when the person is a black male, then the officer is sure, this is not a cop -- it becomes a cop call, I guess. It becomes a cop call because the person is perceived as a threat to others, to the officer and the response is different as a result of that.

Community Panel – Also adding on to people of color -- also highlighting people with different abilities in these videos because seems we only saw it in the mental health calls, there's a lot of issues that people with disabilities are also experiencing when it comes to policing.

Video #9 De-escalation Strategies – Appleton, WI	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	It is appearing to be a white man that was treated differently in this response. All the steps the officer took in being calm, not rushing in with a weapon, giving the subject space to respond, gave several different kinds of commands. There was not quick reaction as we have seen with black subjects. The officer did not see this person as a threat. It seems that when it is a black subject the officers are immediately seeing them as threat.
3) Are there any patterns in the videos you see?	The pattern of officers finding themselves in calls that are not crimes. In some of the other videos we see officers saying that this is not a crime, it is not worth my time. It is a possibility that officers get an attitude that this is not what I should be doing and this effects their attitude. I have to go home please hurry up with your crisis.
4) What would you edit in the video?	The face could be blurred. All the citizen's faces in all the videos should be edited. The lower extremities need to be edited. Bleep out when someone's name is said.
5) What type of video should be selected or edited to provide a more equitable lens?	We would have to see videos where officers are treating black people in an equitable lens. The stories and narratives around black people are very different from the videos that we see around white people. A white person in crisis, just gets to be in crisis. A black person in crisis is perceived as dangerous and a threat. When a person is a black male, it becomes a cop call because the person is deemed a threat. A lot of these places are in the hood. Nothing ever happens in rich neighborhoods. Is this a class issue? This is true in every video that we have seen.

Video #9 De-escalation Strategies – Appleton, WI	
Questions	Community Panel’s Responses
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, with edits. Keep the video if it can be blurred to protect the identity of the individual. We would like to see a different narrative around people of color and poor people, and people on the lower socioeconomics. We want to see videos around the humanity around all people and not just white people. We would also like to see videos around people with disabilities. When need to show a diverse around people that have physical and hidden disabilities.

Community Panel Recommendations

Video #9 De-escalation Strategies – Appleton, WI

Recommendation:

1. The Panel recommends keeping this video if edits can be made: the individuals face should be blurred. It is also recommended to find and select videos around the humanity of all people and not just white people.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:19:32 -06'00'

Date 01/08/2021

Explanation: Mark Spangler

1-08-2021

APD agrees to keep this video with the recommended edits.

Video #10 De-escalation Strategies – St. Louis 2

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – So normally in the class this video opens the actual presentation and it's cut prior to the shooting. This video then actually shows the entirety from when the gentleman that's filming begins recording up to the actual shooting itself and we cut it just after the shooting. We use it to talk about a couple of different things. One of them is, we're talking about individuals that are armed with something other than a firearm with a non-accident circumstance. The three things we talk about are that basically what happens until the officers arrive, after the officers arrives and when the suspect walks up the hill. Do we have exigency, is anyone concerned, is anyone actively being attacked and what's the level of offense that we are dealing with? In this case simple theft. We do potentially have the knife in play, but a lot of people carry knives in their daily business that doesn't automatically create a threat depending on what they are doing with it. When the suspect then charges down the hill with the officer screaming kill me or shoot me, the officers then do shoot the suspect. We basically use this to introduce that up until that moment, we have the situation set to be able to employ the de-escalation tactics that we are about to talk about. The goal of the tactics that we are going to give the officers and discuss with our cadets is to avoid that ending of that situation right there. We talk about individual's attempt to commit suicide by cop. We will refer back to this video to discuss the individual's actions and how they fall into the three question matrices we have that details the risk for a suicide by cop incident, which obviously in this case did occur, how that differs with one of the other videos that they just watched. We refer back to this video a couple of times. It's a combination of here is the turning point in the decision followed with a here's what not to do as well.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Like this was basically watching an execution. This is another example of what not to do. The context that you gave was helpful and again I can see the desire to use it. But I think because of all of the patterns and all -- like there's -- this is just such a consistent pattern and all of the videos that we had to watch; it was a black man being executed. That constantly putting that image in people's mind. That's a desensitization before they are even out in the field, they have already been told that narrative their whole entire lives by living in this country in the first place. Now they're getting it in the training. Even if it's with a "what not to do", that image is seared in their mind and it's going to influence their behavior

Community Panel – It's another not "what to do" video that portrays an African-American male. There's an imbalance in regards to content, there's too many "what not to do" videos as opposed to "what to do", in my perception

Community Panel – Just piggybacking off of what Angelica just said, too many videos showing what not to do involving people of color. Too many videos showing what to do involving people who come across as Caucasian.

Community Panel – I would like to make a comment for the future. Is the trainer going to choose a different video, how do we know that it's not going to be in the same wheel house? I mean, it's like -- like do -- how can we hold them accountable? How are they not just going to go choose another video that's -- that they think is good, but it turns out to be the exact same replica of a lot of these videos, shooting black men and black people, POCs, and treating white people with dignity and not treating anybody else with dignity?

Community Panel – I would like to add that a lot of the videos that we are seeing, when it comes to tragedy, it's usually using excessive lethal force, right? We're seeing the use of guns, too oftentimes in these videos. And we are seeing some de-escalation methods like bean bags in some of the videos, but all the time it's a lot of representations around how to use a gun and I think there needs to be videos about trying to deescalate people outside of that as well.

Community Panel – I just think that it would be a lot better to set up a situation where you have the cadets where one of the instructors or somebody else comes in and portrays this person, a person with a knife who really isn't threatening anyone until the police officers show up and get the providers to sort of talk about what it is, they perceive as they are perceiving it, right? Even the way you portrayed it, when I watched the video, I don't see that guy charging anybody. I see him moving in the direction of the officers but I don't see him charging. I think that's kind of the conversation to have, when do we perceive someone as moving towards us, charging, how do we react to that, you get the cadets to react, stop, analyze it and try it again, stop it, analyze it, try it again.

- APD's Response – I know you weren't here the other week. Just some quick background, they are put together by the police executive research forum, this entire presentation. We didn't select -- TCLOE said this fulfilled the de-escalation requirement and this training was selected. I'm in agreement with you guys, I find it very odd to teach the de-escalation tactics starting with an officer shooting somebody. I have never liked this video for that purpose. I don't think it fits well. It's what was there what we were given to work with.

Community Panel – Are you saying if you don't like these, you can replace and still have it at the PERF lesson plan, is that what you are saying?

- APD's Response – I believe so, that was communicated to me through my chain of command, we have the full authority to edit the presentation and videos -- to edit the videos in the presentation to meet the learning objectives that are contained in the lesson plan from PERF. We would be able to go with completely different videos, we would just have to keep the same structural objectives.

Video #10 De-escalation Strategies – St. Louis 2	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	It is another not “what to do” video with another black male. Too many “what not to do” rather than “what to do” involving people of color. Too many “what to do” involving Caucasians. The response of the bias was clear. It seems like an overreaction.
2) What, if any biases did you see represented in the video?	Showing how fast they pulled out their guns on the subject. Reimagine what this would have looked like if the response had not been aggressive, if guns had not been pulled. The bad that it does out ways the good. If a trainer is going to choose a different video, how do we know that it is not going to be in the same wheel house. How do we know that it is not going to be a video of shooting black men? We need to train the trainer. To see module after module where there is an overrepresentation of black men being shown. There is an overarching bias and there is an overrepresentation of black people being killed. It shows a bias. Get the trainers together to see if they choose different videos. Has this changed the cops? It is not a coincidence that it is videos that show white people on what to do and black people on what not to do. If we are reliant on videos and we know that there is a national issues of police bias. We will have to spend hours and hours finding video. We may need to create our own videos.
3) Are there any patterns in the videos you see?	This is another video on “what not to do”. This is a consistent pattern of black people being executed. This is a desensitization before they even go out in the field. Even if it is on what not to do, it continues to reinforce the narrative around people of color
4) What would you edit in the video?	Nothing
5) What type of video should be selected or edited to provide a more equitable lens?	When we see tragedy, we are seeing the use of guns. It is a lot of representation around how to use a gun. There needs to be videos around how to de-escalate.

6) Is this video content acceptable to retain in the training academy curriculum?	No, eliminate this video. For a training video, this is inappropriate. Showing a series of these videos is too prejudicial. Can a video be shown with role playing to set up a situation when do we see a person as charging, stop it analyze and try it again.
---	---

Community Panel Recommendations

Video #10 De-escalation Strategies – St. Louis 2

Recommendation:

1. The Panel recommends not using this video as it is deemed inappropriate due to the prejudicial nature. It is recommended to find and select a video showing role play with a person charging and be able to stop and analyze the various stages of the charge.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck
Digitally signed by James Beck
Date: 2021.01.08 13:20:45 -06'00'

Date 01/08/2021

Explanation: Mark Spangler

1-08-2021

APD agrees to remove this video.

Video #11 De-escalation Strategies – San Diego

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – This video basically shows an individual walking behind a business strip mall, the officer responding to a call, male possibly armed with a knife, possibly threatening people. The officer arrives on scene, the male approaches the vehicle, the officer exits his car, shoots and kills the individual. The kind of talking points on this one, we have discussed with this one is basically again this is again a giant list of what not to do as far as the training goes. PERF likes to discuss is time, distance and cover, which is totally an excellent concept and they use this video to basically show you what happens when you don't have that, some of the reasoning historically has been used in law enforcement, might be used as close range, some of the things that we talked about in other blocks in the academy, we should always use good tactics to avoid putting ourselves in that position. Again, the basic concept of the video is they just don't maintain that time, distance and cover. Don't allow the suspect to close. Again, a what not to do video.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Sorry to go off, but to we're off, but actually maybe I can flag for later because I did remember in the first video they talked about excited delirium with the person. Is that something that you all follow, that excited delirium theory?

- APD's Response – We definitely address the issues that arise with the person in medical distress when we are trying to handcuff them, regardless of what causes that and how we are responding to that. I don't know the specifics on that or what language or terminology is used with any of that
- APD's Response – We don't use the term excited delirium. We use a term called agitated chaotic state.

Community Panel – But most of this video is that bad radio traffic and then the officer stopping and shooting someone almost immediately as he gets out of the car. When I watched the video several times, the guy is slowing and stopping and the officer shoots him anyway. I see no value whatsoever in this video.

Community Panel – This wasn't a black person, but it was in the call identified as an Asian or Hispanic person. So yet again a person of color being -- within seconds of contact with police being shot.

Community Panel – You know, a lot of these videos we talk about like what is supposed to happen in terms of the tactics and things like that. And I just want to have a bigger conference about the ethical aspect of it. Like, it was like we may have a suspect, they may have done something, they might be right in front of you, okay they are right in front of you and then I start seeing shots. Like I don't know if that is part of the overall conversation. But I think it's important to start talking about this because when people have experienced trauma with police for so long, this does nothing to -- to potentially change any narrative. It only builds upon what they already potentially have experienced.

Community Panel – Specifically, communities of color. Because there is no trust sometimes. And when we see things like that, when we see things like Tamara Rice, it only perpetuates what people already feel and then they see it and what we don't see is a

conversation within police officers about ethics. Was this ethical?

- APD's Response – The conversation about the ethics, it's definitely one that I would say that it's sprinkled throughout the academy. I know that we have a formal class on ethics itself. When I teach the use of force, US Fifth Circuit in the United States, one of the things that we address can you, should you, will you. We do spend a lot of time talking about the should when we start talking about use of force just because we can, that absolutely I agree with you that doesn't mean that's the right answer. Here in this block, it's not explicitly one of the things that we will discuss, but it has occurred in the past, talking with cadets with officers, hey a lot of the stuff that you guys have brought up about why the officer did this, was that the right answer, what were they thinking? I absolutely agree that's a really important conversation to have. Definitely something that I will take a look at, you know, where can we put that in here to really explicitly bring that out because that is one of the key elements of de-escalation, should we be doing what we're doing.

Video #11 De-escalation Strategies – San Diego	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	A person of color was not given the patience that white people in other videos were given. The subject was not given any time. I looked at the video a couple of times because it happened so fast and did not know what happened. We know that the officer was informed that this person is an Asian. He lets the person get into the 25-foot area. It seems that the officer does not care because of the person's race. This is too often a reality.
2) What, if any biases did you see represented in the video?	A person of color within seconds of seeing police being shot. Most of the video is bad radio traffic and the officer getting out of the car and killing them.
3) Are there any patterns in the videos you see?	Another video on "what not to do". The basic concept, time, distance, and cover.
4) What would you edit in the video?	This video should not be kept.
5) What type of video should be selected or edited to provide a more equitable lens?	The ethical aspect of it needs to be discussed. Is it a part of the overall conversation? When people have negative experiences for so long, it as a larger tension that happens between communities and community of color. We do not see a conversation around whether this is ethical or not. I would like to see conversations around this. A lot of situations do not escalate until we see aggressive police presence. This needs to be a discussion between the new cadets and with current officers. Just because we can use of force, does not mean we should. Gary will look at how we can put this into this section.
6) Is this video content acceptable to retain in the training academy curriculum?	No, this video should be eliminated as it is an over representation of people of color.

Community Panel Recommendations

Video #11 De-escalation Strategies – San Diego, CA

Recommendation:

1. The Panel recommends eliminating this video due to the over representation of people of color. It is also recommended to review the role of “ethics” into to conversation to ensure alignment of department values and humanity.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:21:08 -06'00'

Date 01/08/2021

Mark Spangler
Explanation:

1-08-2021

APD agrees to remove this video

Video #12 De-escalation Strategies – San Francisco

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – This was the shooting of Mr. Mario Woods in San Francisco. It's a giant list of “what not to do”. It's basically when we're done with this -- we've talked about the tactics, how to employ them, what we expect, and then this video where none of it happens.

As far as teaching points, we go over here's not to do this, not to do this. It's a conclusion. For a de-escalation class I'm not sure why they picked this video, to be completely honest.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – For a de-escalation class I'm not sure why they picked this video, to be completely honest. Can we copy and paste for this video or do we need to go through the exact same? I'll say on my end it is the exact same comments that we've given on the past three videos.

Community Panel – And one of the more egregious ones we've seen, a person absolutely cornered surrounded by police and shot dead.

- APD's Response – In general we shouldn't be surrounding them. If we absolutely have to have a tight containment, tight perimeter for the public safety, we will, but basically, we're -- the tactic we're teaching is a four-officer tactic. Then beyond that if at all possible, give them as much space as we possibly can so that we're not forcing the issue

Video #12 De-escalation Strategies – San Francisco	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	White people live and black people die
2) What, if any biases did you see represented in the video?	White people live and black people die. It is the most egregious that we have seen. The person is surrounded by cops and killed.
3) Are there any patterns in the videos you see?	What not to do. Breaks down they did not do this. It not
4) What would you edit in the video?	Nothing
5) What type of video should be selected or edited to provide a more equitable lens?	It would be nice to have a video to show how to de-escalate a large group through a video. This happens a lot at Givens Park.
6) Is this video content acceptable to retain in the training academy curriculum?	No, it is recommended to eliminate this video. It looks like an execution.

Community Panel Recommendations

Video #12 De-escalation Strategies – San Francisco

Recommendation:

1. The Panel recommends eliminating this video as it seems like an execution.

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature James Beck
Digitally signed by James Beck
Date: 2021.01.08 13:21:42 -06'00'

Date 01/08/2021

Explanation: *Mark Spangler*

1-08-2021

APD agrees to remove this video.

Video #13 De-escalation Strategies – Baltimore 1

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – Officers are dispatched. Basically, a male standing in the street armed with a knife and kind of yelling out at the world. They arrive on scene, set up a perimeter, and they form what's called a “hasty react team”, which is the tactic we teach, limited number of officers to make contact with the subject. They open up a dialogue with him. The police officer speaks to him for quite a bit of time. You see about the first four or five minutes of their interaction in this video right here. The suspect then basically makes statements that he wants the police to shoot him and then starts to walk off. The video continues where the officers is basically pick up the entire perimeter and they kind of walk with the subject.

At a certain point the suspect stops, the officer is speaking with him the entire time throughout this. The suspect eventually does surrender the knife to the officer. Again, part of the reason we cut the video is for time and then also we don't quite advocate the way that as far as the officer just walking up and take the knife from him, it does create some risk for the officer. We have different tactics we prefer that they use so we don't show that just so the officers don't see how not to do it. But we do discuss that it did have a peaceful resolution, the suspect voluntarily complied which is our goal in any one of these encounters and we got that successful resolution for the person armed with something other than a firearm. We also have suicide by officer. We have an individual who wants to be shot by the police, but he doesn't fit the three prongs that we think of as suicide by cops. Where the first video out of St. Louis with the individual with the stolen sodas meets all those, so we have a discussion about what can we do tactically to address both of those to not give the suspect the opportunity to force the situation and then how to recognize that even though the person may make a statement that they want to be killed by police, what else are they doing that leads us to think that we may need to address that tactically slightly differently to get the positive outcome versus maybe they're just making the statement because again they're in an emotional by behavioral crisis and we can use the set of tactics that we've used about to again get that positive outcome that we're looking for.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – What's the topic around the conversation style around the de-escalation of the officer? What do you usually hear from the cadets?

- APD Response – The cadets don't usually have too much to say about it. When the conversation does wind its way around that way, it's basically that officer is building rapport. I've seen an interview with the officer himself. He's just using his normal speaking style to be able to communicate with the subject. He didn't alter or change anything as far as I could tell based on the interview that I saw.

Community Panel – Anything that can reinforce that people deserve time and space and patience so that everyone can leave the situation with their life is preferable. I think this was one of the better ones, you know, I'll be really frank. Like I think it also had a lot to do with who the officer happened to be. I want to acknowledge that. I don't think it was a coincidence that this happened

Community Panel – I just felt like this kind of goes back to the -- one of the early points that we were trying to make like when we started in May in order to build rapport with community you have to have people from community or you have to have been in the community. And you have to be able to connect with community on different ways and not using the language that I feel like police use a lot of times.

Community Panel – And it's very, like, detached and static-y, which is not a word, but it's very much like we don't want to center on the person, we want to treat you as an object almost, that we want to detach if and not have a connection with. But I think you have to have a connection with, especially in these cases, to get the outcome that people want and you have to have people that are from that community or at least have been in it long enough, you know, been a part of it, gone outside of this work but to different events, met people, to be able to connect almost on like a communal level to be able to stop some of this and to build that rapport.

Community Panel – It shows some of this is innate and some of it you can't teach. And one of the things in the training is how do you do this with the cadets who, frankly, may not get to this place, how do you recognize that and kind of tell them, like, you shouldn't be that person? Like, because we know -- like some people are just not good at building rapport, but how do you tell somebody that's an officer you are not good at building rapport. So, you should be in the squad car or you may not be -- need to be on the streets because if you can't do that, why are you here?

- APD Response – So not just exclusive to this class, but we do have conversations with the cadets and how it's part of the job. If you can't communicate with the people there's no point in us going out to the call and just within the de-escalation realm with this class, we do have a discussion about certain people that will show up on your call, you are absolutely terrified because you know they're probably going to make the situation worse. And if you recognize that, hey, literally go put them in a squad car on perimeter doing something useful rather than coming here to make the situation worse. And there are other people who are very good, natural communicators, but if the individual doesn't want to communicate with them, but they'll communicate with this other person who maybe doesn't feel comfortable, well, we signed up to do a lot of things that aren't terribly comfortable so make it work.

Video #13 De-escalation Strategies – Baltimore 1	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Starting off with the statement that I want to go home tonight, can be edited out. It creates an us vs. them.
2) What, if any biases did you see represented in the video?	It seems less egregious to show this video all the way through all though the officer does not use the right tactic with getting the knife. He at least demonstrates getting the knife without shooting the subject. It is a “what not to do” that did not result in a shooting. It is worth showing the video all the way through to show time and patience and that everyone left with their life. It felt like the officer was able to connect because the officer had patience, waiting and trying strategies to see what stick. In order to build rapport with community, you will have to have been from the community, know the community. Edit out when the officer says I want to go home. You can't treat people as an object that you can detach from. You have to connect on a communal level. It was very honest and frank. It is amazing because we have seen videos where subjects of color have been killed and now, we are finally seeing a video where an officer used innate abilities to communicate.
3) Are there any patterns in the videos you see?	This video pattern broke the patter by showing what to do.
4) What would you edit in the video?	Edit out the part of the video saying, starting off with the statement that I want to go home tonight, can be edited out. It creates an us vs. them. Continue to blur out faces and bleep out names.
5) What type of video should be selected or edited to provide a more equitable lens?	Phil points out that role play is a very effective pedagogy.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep this video if you edit out the part “I want to go home tonight”

Community Panel Recommendations

Video #13 De-escalation Strategies – Baltimore 1

Recommendation:

- 1. The Panel recommends keeping this video if edits are done.**
 - a. Edit out the part of the video when the officer makes the statement that, "I want to go home tonight". It creates an us vs. them.**
- 2. Continue to blur out faces and bleep out names.**

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:22:12 -06'00' Date 01/08/2021

Explanation: Mark Spangler 1-08-2021

APD agrees to keep this video with the recommended edits.

Video #14 De-escalations Strategies – San Joaquin County

Officer Gray Carrillo provided context and commentary of video.

Video Summary and Context – The next two videos are actually used a little bit differently and were selected by APD. So just for reference these were not from PERF.

This comes at the end of the actual training block and because we have anywhere from a 50-person to 100-person cadet class, during the block of time that we have allocated for this class it's very difficult to run live in-person scenarios, to actually do that as Lt. Stephens talked about in different portions of the academy.

I'll go around the room asking for volunteers or picking people and describe bits and pieces of what is going to occur in the video that they're about to watch, ask them how would they respond, what are they thinking about, work them through the critical decision-making model that we've taught them to give them a framework for addressing the call, make sure they're hitting all the appropriate steps as we go through the points. You get them as a class and group to come up with what the ideal answer would be. So, these videos were selected because they show as close as I can find a response that utilizes the tactics that we train them on that has an outcome that is within the bounds of what we would consider successful.

Obviously voluntary compliance is our end state goal, but we also want them to consider what other tactical options and what would lead them to feel that some kind of intervention would need to occur and then what do we do as far as placing the subject into custody and then getting them medical attention afterwards if we deployed a tool or something like that. We basically go through that entire process from start to finish, the video that we're talking about is the one at the Starbucks. As an officer, you're sitting in a car, you get a call for a suspicious person in a Starbucks. What do you think?

We walk through from the start of the call to the very end of the call to get their answers on what would be that exact perfect answer and then we watch the video to say this is how another agency did it and this is how it played out for them.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I know you said that there are like -- when they finally rushed the person it looked like an entire wave of officers going in and some kind of bizarre "Call of Duty" exercise. And I don't even play Call of Duty, but that's what the commercials look like to me. So how does that line up -- I'm hearing you say that this is kind of a "what to do" scenario, but how does that piece of it line up with -- I know that Phil doesn't like news reports and this was a news report and so we got a small clip of how this went down, but how does that align with APD's practices?

- APD's Response – So that's the major issue I have with finding videos for these purposes. There is an actual arrest plan for taking a person into custody. I have yet to see an actual video done the way it should be done. We basically try to take the weapon away from the individual and move up in a controlled manner than running eight, nine people up there and effecting the arrest at that point. Doesn't match up with how we want them to do it, but we would have walked the class through -- they would have told

us how it should be done and we say okay, here is an agency doing it and what would we have done different and why?

Community Panel – So for this scenario you say it's generally four people for whatever you're trying to contain a small space? Since it's a larger space, how many officers would you generally suggest for this scenario?

- APD's Response – The actual team of officers that's going to make contact and primarily deal with the suspect will be the four-officer team. The actual perimeter we're going to basically whatever the largest reasonable space we can accommodate this situation in and we'll use the appropriate number of officers to maintain that perimeter both to keep the public from getting in the middle of it as well as containment for the suspect if we do need to reposition.

Community Panel – Are the cadets having to go through the undoing racism class through the equity office or do you have to be on the force to go through those?

- APD's Response – No, they do not have to go through the class.

Community Panel – It seems like a valuable resource because we keep hitting the same points over and over again and I think they're points that people can more readily see after something like the undoing racism training. Sorry to put your office on the spot

- APD's Response – I was going to just say that the command staff went through it, but the cadets -- I think that's what the History of Policing course was trying to do, and then I know that some of the work that Dr. Sara Villanueva was doing, they were trying to address some of that stuff too. The command staff went through the undoing racism and most recently they went through Beyond Diversity: Courageous Conversations training, but we were supposed to be working with Glenn Singleton's group to incorporate the Beyond Diversity training into the academy process, not just a one and done, but potentially at the beginning and then weaving it through the curriculum. So that its planned and we're going to continue to discuss that, but yeah, I mean, incorporating some sort of formal training into the cadet curriculum I think is still on the table and we're discussing it.

Video #14 De-escalations Strategies – San Joaquin County	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	The show of force was really strong. It is strong for Latina X male. It is a person in crisis shown through a stereotypical lens. If the video is shown, we have to call it out in comparison to the other video with the Caucasian guy that was naked.
2) What, if any biases did you see represented in the video?	The video does not show the space. The subject is holding a knife and sitting in a chair. The subject looks like the stereotype of a gang member. He did not die, but it is still a lot in this video that gives the panel pause. The Bystanders in the Starbucks were concerned about the impact of gunshots. What are other ways that we can deal with this? They were in a confined space for a number of hours. They were concerned about gun fire, but not the person with the knife. Phil likes hearing them say they were afraid of the police. It is good to hear a regular person re-emphasize that. Anni Michele also appreciates the comments of the bystanders. The bystander making the comment around that they are all sitting around glass and it provides safety issues.
3) Are there any patterns in the videos you see?	Person of color and massive use of force and another news video.
4) What would you edit in the video?	Editing out some of the interviews and the sensationalism in the videos, with the exception of the woman bystander.
5) What type of video should be selected or edited to provide a more equitable lens?	In addition to the videos, the Cadets should be required to go through “Undoing Racism. The Command has but the cadets have not. The department is working with Glen Singleton’s group to have officers go through. Why undoing racism instead of Beyond Diversity? Beyond Diversity is more palatable based upon Kellee Coleman’s. How does all of the Reimagining Public Safety play into this? Beyond Diversity is more individual and Undoing Racism is more systemic.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes (with additional context), only with the conversation points and the addition of Undoing Racism and Beyond Diversity and the comments from the bystander about the police officers, profiling, cadet applicants. Recommending Undoing Racism because Beyond Diversity is too individualistic and does not look closely enough at the systemic and structural dynamics of racism. The sooner we catch the officers and shape them around this. If there is not a culture of anti-racism, it is going to die. We need to get people in the department who are trying to make changes within. We need to catch people early when they come in.

Community Panel Recommendations

Video #14 De-escalations Strategies – San Joaquin County

Recommendation:

- 1. The Panel recommends keeping this video provided edits are done and additional context is provided.**
 - a. If APD edits out some of the interviews, the sensationalism in the videos, with the exception of the woman bystander who makes the comment about how she was affected by the officers use of force. The bystander emphasized that she was not worried about the knife, but the gun fire from police.**
 - b. Cadets need to hear how officers’ actions effect the bystander. In addition to the edits in the videos, the Cadets should be required to go through “Undoing Racism and Beyond Diversity.**
 - c. There needs to be discussion around, “What are other ways that we can deal with this?” If the edits and Undoing Racism and Beyond Diversity become a part of the Academy, this video can be kept.**

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:22:50 -06'00'

Mark Spangler

Date 01/08/2021

1-08-2021

Explanation:

APD agrees to keep this video with the recommended edits and discussion.

Video #15 De-escalations Strategies – St. Paul, MN

Officer Gray Carrillo provided context and commentary of this video.

Video Summary and Context – This video is used in the same way as the previous video (#14). The cadets are described the situation that they will see in the video and then we go around the room asking them to work through the CDMM, what decisions would they make, what are their tactical considerations? What tactics are they going to use, and basically evaluate their learning and kind of a tabletop scenario setting and then we actually watch the video itself.

As far as the video goes, the officers arrive on scene, they make contact with a woman. I believe the initial call is a female by the park attempting to cut herself. The officers create a perimeter, they set up a multi-agency, so multiple officers from different agencies working together, hasty react team. The supervisor on scene is the one that selects to deploy less lethal. One of the things that we teach both cadets and in-service officers is the supervisor makes decision to intercede. Basically, if you're not a supervisor we will hang out here as long as it takes for a successful resolution. At this point we see the supervisor decide to make that decision. Then they move up to effect the arrest. Again, this is the video where the actual arrest technique they use is not how we would like to see it done. Again, that's kind of the hard part with these videos is trying to find one that shows that part done the way we would like.

It came to my attention that maybe you guys got the longer version that was 10 minutes. We only show five minutes version that cuts where the officers move up to place hands on this female and take her into, I don't know, custody. I'm not sure what they are going to do with her in that instance.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – There's guns raised and pointed at the individual and the person establishing the rapport is saying we don't want to hurt you which feels a little ironic with guns pointed at you, right? We don't want you to hurt you so we're going to point a whole bunch of guns at you and one a really scary-looking rifle. And for somebody who is not familiar with arms that looks like a hunting rifle, right? There's got to be a point where when they did use rounds, you know, it's just beanbags. It's just beanbags, but I think we've seen the effect beanbags can have. All of that minimization of her pain, I mean -- pain that she inflicted on herself is one thing and pain that you inflicted on her is a completely different thing. None of this makes sense to me. And I'm not in crisis, right? I'm not in crisis and I'm seeing all of these conflicting messages happening at the same time. I can only imagine for somebody who actually is in crisis that none of that makes sense.

- APD's Response – Good points and we do cut the video before the officer is telling her hey, it's just beanbags. We cut it right as they're moving up to make contact with her. I

agree that's completely minimizing that someone just got impacted with a beanbag trying to tell them it's okay, it's just a beanbag is not the best way to handle that.

Community Panel – I think the video showed using beanbags as a reward as opposed to taking your time and giving that person the space, they deserve in their crisis. As opposed to the person involved who had to walk a couple of blocks with the person, to actually engage with somebody when they're in crisis actually takes time. Establishing rapport takes time. And that everybody got to go home, file their report, act like the personality wasn't there, talking over her as if it's all resolved, right? And I don't know that even though she got to still be alive at the end of the video, I don't know that this is the best way that this should have been resolved. Shooting somebody with a beanbag is still not the result that I would want for somebody in crisis.

- APD's Response – And you kind of hit the nail on the end with the last part, Maya. That is -- our goal in all these is voluntary compliance with no force used. That is our -- that is our total goal in all of this. And the way this one is kind of framed is that again, as the cadet they're not going to make that decision, the sergeant made that decision in this case. And I agree with both what you and Phil are saying as far as some of the issues that arose around that, but kind of the teaching point that we really go is who made the decision to utilize the beanbag. In this case it was the supervisor, so -- but those are both excellent points you guys brought up that with some of the issues that surround the use of a less lethal shotgun.

Video #15 De-escalations Strategies – St. Paul, MN	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The officers seem dismissive of the female officer initially. There is a lot of irony. They should have listened to her as the person with one mic. That would be a great conversation piece. Officers can get stuck in a script. They would not stop asking the subjects' name. Once they got her name, they never called the subject by her name. They just go stuck in a pattern. This is a woman with a knife that is harming herself. There is no one on the block, yet the situation is being treated like a serious crime is about to take place. Getting shot is a traumatic event. People have been shot with non-lethal rounds and they have died. The person having the weapon pointed at them is traumatized by this. Gary indicated that the sergeant made this decision.
2) What, if any biases did you see represented in the video?	Gender Bias. The conversation around being a female officer and that the officers did not respect what she was saying because she was a female. The fact that they were not listening to her, the things went the way they did in terms of escalation. Is there a conversation around that? The video showed that the option was between shooting her or using the bean bag.
3) Are there any patterns in the videos you see?	The video showed using non-lethal weapons (beanbags) as a reward, in that they got to settle the incident by shooting even if not lethal projectiles. Most of the officers seemed very impatient to be done and wanted to shoot and were rewarded by being able to shoot beanbags. Establishing rapport takes time. All though the person was alive, being shot with a bean bag is not what we would want for a person in crisis. Officers should be having discussion about how to talk to other officers about Use of Force. Where is the module about using unethical behavior?
4) What would you edit in the video?	The video was contradictory, the guns are raised and the officers saying they do not want to hurt you. It goes to the point that when they did use rounds, they used bean bags. The officer was trying to establish rapport, but everything around the officer had conflicting messages happening at the same time. For a person in crisis, it is contradictory.
5) What type of video should be selected or edited to provide a more equitable lens?	We need to see more videos with female officers. With female officers being respected. The female officer should have been the one voice talking. There should be females.
6) Is this video content acceptable to retain in the training academy curriculum?	No, this video should be eliminated. If this video is selected it should be shown as a "what not to do" video. We do not want to reward people with thinking they can go home earlier by minimizing bean bag shots.

Community Panel Recommendations

Video #15 De-escalations Strategies – St. Paul, MN

Recommendation:

1. The Panel recommends this video not be used as it shows “what not to do” with officer’s actions and could bias Cadets. It is also recommended that new videos chosen should use female officers to have a broader representation of APD staff. There should be conversation around gender bias as it relates to female officers’ treatment/being respected within the department.

- The Austin Police Department concurs with the Panel’s recommendations.
- The Austin Police Department does not concur with the Panel’s recommendations.

Signature James Beck Digitally signed by James Beck
Date: 2021.01.08 13:23:25 -06'00'

Date 01/08/2021

Explanation: Mark Spangler

1-08-2021

APD agrees to remove this video.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Pattern
9	The pattern of officers finding themselves in calls that are not crimes
10	This is another video on “what not to do”. This is a consistent pattern of black people being executed.
11	This is another video on what not to do.
12	This is another video on what not to do. This is a consistent pattern of black people being executed.
13	This video pattern broke the patter by showing a “what to do” video
14	Person of color and massive use of force. Another news video.
15	This is another video on “what not to do” video.



LifeAnew
 P.O. Box 1668
 Austin, Texas 78761
 kim@elifeanew



**Community Video Review Panel
Summary Report
Training Academy Videos – Tactical Communications
Videos 1, 2, 3, 4, 5, 6, 7, and 8
September 21, 2020**

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review Session – Tactical Communications Videos 1, 2, 3, 4, 5, 6, 7, and 8.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, September 21, 2020, 5:30 p.m. to 8:30 p.m.

This week, the Panel transitioned to review the Tactical Communications block of videos. Officer Benjamin Bloodworth (APD) joined the Panel to provide context of the videos and answer any questions. There are forty-three Tactical Communication videos that will be covered over the next five weeks. In addition, the Panel was asked to complete the video surveys and to say their names before speaking to help the transcribers record more effectively.

Due to the in-depth Panel discussion, only Videos 1 through 6 were discussed during this session. Videos 7 and 8 are scheduled to be added to the September 28, 2020 review.

Key Recommendations and Patterns

- Video Disposition
 - Keep Videos 1, 2 (if edited) and 6
 - Eliminate Videos 3, 4, and 5 (rationale is included in the video review section)
- Recommendations
 - The Academy should review the training from a wholistic perspective. The goal would be to coordinate training development across the different sections (like Crisis Intervention, De-escalation Strategies, and Tactical Communications, etc.) and instructors to “tie together” key concepts to produce an integrated training experience for Cadets. It has been noted on several occasions that instructors from the various disciplines are not familiar with each other’s work.

- Cover Tactical Communications early on in the Cadet training to get exposed to these skills sooner. In general, review the schedule of classes to determine the order in which they should be scheduled so Cadets can receive these critical communications skills as early as possible.
- Choose a video/scenario that shows a Black man being interacted with police in the same great manner the White man was interacted with in Video 1.
- Patterns
 - Continued over representation of Blacks especially Black males and brutality, and example of “what not to do” videos

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check in with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
1	Five Step Hard Style EX	7:00	None
2	Five Step Hard Style in Court	1:39	None
3	Andy Griffith Self as Seen by Others	4:15	None
4	Andy Griffith Self as Seen by Self	0:50	None
5	Anger Management	1:59	None
6	Birmingham Beating	1:58	None

- Adjourn meeting

I. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Benjamin Bloodworth	City - APD	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	No
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	No
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel has previously reviewed the video
3. Panel discussion.
4. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
5. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #1 Tactical Communications – Five Step Hard Style EX

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – The basis of the Tactical Communications class is there's a basic format that we really want officers to follow. I'm not sure how much detail you want me to go into. But there's kind of a format that we want officers to use, any time they are interacting with anybody. It's kind of a formula to make sure that they are doing the things the way they are supposed to.

When we encounter those individuals that don't necessarily follow along with what we're trying to do, be it the person that doesn't want to provide a driver's license on a traffic stop or somebody that doesn't want to leave a building when the owner is asking them to leave, those kinds of things, we go into what's called a five-step hard style. With that five-step hard style, it's explained in great depth in the class, but it's a lot easier when we have a video to kind of show them what that process looks like, when they are going through those five steps.

We use that video that came out of the California Post, which is very similar to Texas TCOLE. The California Post produced that video. All of the videos in this tactical communications class were added to the curriculum by the Verbal Judo Institute and given us to as part of the training. This wasn't a video that APD selected but it was a video that was developed specifically for this course. This video shows several different examples of how that Five Step Hard Style is used and trying to communicate with people and trying to get people to understand what we're trying to accomplish.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Is there a reason why it's called the Five Step Hard Style?

- APD's Response – I'm not sure exactly where that Five Step Hard Style came from, but I think it has more to do with the vast majority of the encounters, interactions that we have with individuals that are going to be just talking, having communication, facilitating back and forth information. But when they describe it as a Five Step Hard Style, because it's really only used when we encounter a difficult encounter. Somebody that doesn't -- the examples that I gave you, doesn't want to give us a driver's license when required to on a traffic stop. Somebody being asked by a homeowner to leave, but they won't leave so they call the police to have them leave.

Community Panel – When I first thought it sounds like it's describing like the style as opposed to the situation. It almost seems counter to some of the actual -- the things that I've seen it teach, but you know like give options, that doesn't seem like hard, right?

- APD's Response – I don't think there's any really deep rooted holding on to that term. Honestly, I don't care if you call it the five-step chicken dance. As long as they are getting the concepts of how we're going to interact and talk to people, then we're completely okay with getting rid of or changing that title because it's again not necessarily the title that I'm concerned with. It's the making sure that they get the

content of how to talk to people better.

Community Panel – I think the pattern that I saw is that it seemed like it was hard to tell from the last person, but it was all interacting with white people and that would have been great to see the, you know this style of interaction with a black person. Because that's not what we've seen in so many of the other videos, right? We've seen the pattern of violence against black -- people of color, particularly black people, particularly black men. It would have been great to have a more updated and diverse video that did not show only interactions with people who appear to be white.

Community Panel – How old is this video? Like 10 years, 15 years? I was just wondering if we knew that.

- APD's Response – I don't have an exact date. I know we have the date somewhere, but probably at least 10 years old.

Community Panel – I like newer videos. That's just a personal preference. But the one thing that I want to bring up or to ask, is if this video or this situation is towards the end of the program? Or their training? Or where is it? We've seen things in the order that they see it, right?

- APD's Response – When this initial process started and we were asked to provide a description of all of the videos used in the training, I literally opened up the file that contained all of the videos and started going down the list typing. The videos were alphabetized. These videos are not being reviewed in the order in which they are taught.

Community Panel – Either way, I wonder if Cadets will be able to start weaving together what they see? Because I get this video is very kind of like not played out, laid out clearly in terms of like what you are trying to get people to establish.

I wonder if this came later and they were seeing other videos that we've seen, like, you know, when the police just ran up on the car, up on the subject and start shooting like in two seconds, if that ability to be able to be like, what did they miss in terms of communicating that? Which is outside of the scope of what we're doing, but I do think that it's important to draw parallels to think and I do think some of the videos that we have seen have not shown this communication. I know we're like don't show people what not to do. I wonder if it would be okay to kind of go back to be able to draw the parallels of what you want them to do and see if they can see it in the police work that others are doing around the country?

- APD's Response – I understand that. You have a great point there. We try just within this specific class; we try to show them both sides of that coin. We show them how effective communications and treating somebody with dignity and respect can really go towards building rapport and building a relationship with somebody. Also, the flip side, how important communications and how treating somebody with a lack of respect, a lack of dignity really can harm that communications process. So, we try to show them both sides of that, just in this course, as well as where this is placed in the Cadet class, this is as far as where this video is placed within that Cadet training, typically earlier so we try to give them communication skills, how to treat people, talk to people, treat somebody like a human being so they can practice that skill set of talking around getting the verbal skill built up before role plays, before they go out there and try to use it in the real world.

Community Panel – I want to point out the pattern. Not necessarily a pattern in the video. I think it's a pattern of what I'm hearing. Again, back to the kind of words that matter, right. Just even in the terminology, one of the patterns that we've been talking about is this us versus them mentality. When I hear things about, like, verbal judo or even tactical communications, which still stems from a very militaristic vein to me it hints at or it points at

that kind of and I hear that you are talking about this is what's happening in difficult situations.

Community Panel – Just to follow up with just my question and what Joe said, it sounds like I mean I know we're reviewing the videos, but in the context also the department wide context, I would agree with Joe it feels like having this tactical communication early on before you then get to all of the mistakes and huge challenges and problems, we saw in the other videos would seem to make sense. I realize that might be a challenge with TCLOE, but I would just want to add to the notes that I think the order really, I think we are saying the order really matters and seeing this so late is quite surprising. It would be really good for people to see this early on to learn these skills as BJ was saying.

Community Panel – But so verbal judo assumes that the person that you are interacting with can hear. I'm wondering what comparable training there is for people who are deaf or hard of hearing and if that's like a completely separate part of the training academy and course or if that's tied into this at all?

- APD's Response – In response to your question, when we're interacting with individuals who communication with any type of impairment, the Cadet class does include a specific class for deaf and hard of hearing individuals and how to communicate with those, but the basis, I mean, it's not in this video here, but the basis of this course is this tactical communications or verbal judo class. There're universal truths that we really try to hound in them to get out of this class. Very first one hanging up on the wall in the classroom is treat everybody with dignity and respect.

Video #1 Tactical Communications – Five Step Hard Style EX	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	None
5) What type of video should be selected or edited to provide a more equitable lens?	Have tactical communication early on rather than seeing it so late. It would be great to see early on to learn these skills. Have a video that is not depicting actors so that there is a more genuine look.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, the recommendation is to keep this video. Also suggest it be used earlier in the training classes.

Community Panel Recommendations

Video #1 Tactical Communications – Five Step Hard Style EX

Recommendations:

- 1. The Panel recommends keeping this video.***
- 2. Cover Tactical Communications early on in the Cadet training to get exposed to these skills sooner. In general, review the schedule of classes to determine the order in which they should be scheduled so Cadets can receive these critical communications skills can taught***
- 3. Choose a video/scenario that shows a Black man being interacted with in the same great manner the White man was interacted with.***

X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 10/15/2020

Mark Spangler

1-6-2021

Explanation:

APD will keep the video and review the order the video is shown.

Video #2 Tactical Communications – Five Step Hard Style in Court

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – The five-step process is used when we encounter that difficult individual that we are having trouble communicating with. When we transition over to that Five Step Hard Style, we have typically given individuals numerous opportunities to comply with all of our verbal communication attempts prior to moving to this Five Step Hard Style. This second video here shows how an officer can use that Five Step Hard Style in the eight-step approach and communicate with individuals and providing multiple opportunities for an individual to comply prior to resorting to any force being used. With this video it shows an individual in the pizza shop video, like I said this video was showed a couple of times. But the articulation of why the officer had to resort to hand control techniques because of all of the verbal attempts that he had tried to use with this individual and they had failed. Basically, it's a video explaining to our students and the Cadets how they have that articulation, how they have that ability to explain something to, in court to a judge, to a jury, to attorneys, why they had to do what they had to do because they had gone through all of these different attempts to use verbal skills first.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – There was one thing that caused me some concern. I appreciate this video, so of course the foundational sort of bedrock for teaching the Cadets to interact with people verbally in the way this part of the course is designed to do, should be, I think, as you said about the sign on the wall, should be just sort of their common humanity. It should be that you treat and talk to everybody the way you would want to be treated or talked to

Community Panel – I also worry that like if this (the reenactment) becomes CYA type of note, that people will not do it in earnest. They will kind of go through the motions of it. People read authenticity. So, if someone is just kind of going through the motions of these five things, it comes across as hostile or disingenuous or like they are being tricked which puts people even more on guard, so while I understand like hey this could benefit you later when you say that you went through all these steps, I worry about that coming across too loudly.

Community Panel – This module and the one around educating Cadets about giving clear commands. Could you talk about how that module and this module are integrated or supposed to flow into each other when you are teaching the Cadet how to give clear cut commands and then tactical communication using these steps?

- APD's Response – I'm not familiar with what is taught on clear, concise commands as far as tactics side of the house goes. But as far as this week's Five Step Hard Style and the articulation, this specific video is used in a position of the class where we're talking to the benefits of verbal communication. We go into great detail. We talk about how using your verbal skills alone and generating verbal compliance with just talking to somebody helps build relationships with the community. Helps build trust in the community. Helps show individuals that we truly care about them.

Community Panel – I think Andrea spoke to this earlier like oh, this is how we should have seen police officers talking to people from the other, you know, 50 videos that we've watched prior to this. But instead, we watched officers shoot people within seconds of arriving at the scene. Normally we're like we don't want to keep seeing that happen to black people. But I think seeing an officer go through the appropriate steps with a person of color would be a good thing. Having a positive outcome.

Community Panel – It appears to me, has appeared to me over the last several weeks that I've been doing this that the academy and like training at the academy is very siloed and that there's not a lot of, like that trainers from one module don't know a great deal about the training happening in another module. I'm sure that there's some discussion back and forth because you all are in the same place and been doing this for like 11 years, I'm sure that you have some background on the other stuff that's going on, but the statements that I have heard from other trainers and you today is that there's not like a ton of like overlap or there's not a ton of kind of sharing or like things like that between trainers in different modules.

I feel like having more -- having less "siloing" would be helpful. Because to the extent that the instructors can have a clearer like full scope picture of what's going on, I think that would be helpful to the Cadets and that kind of speaks to the issues that folks were talking about like making sure that the different kinds of communications that the variations between those are understood and, using them in different scenarios.

- APD's Response – That's absolutely a very good point. We attempt to always have our staff as varied and knowledge based as possible. But with 32 weeks of training that needs to occur, it's difficult to have all of your staff trained on every aspect and unfortunately, we can't attend the entire 32 weeks with them and teach them at the same time, but I promise we do our best and we're always open for suggestions and I really like the idea of more cross-training.

Community Panel – I was referring to the lesson plan objectives. That's attached to this. I didn't know if they saw that document or if they don't know or if it's a different document that they see to see what they are getting from the video

- APD's Response – The lesson plan, the written lesson plan for the course, the students don't receive that. It's ultimately the responsibility of the instructor to convey that information.

Community Panel – So we have soft no's, soft yeses and neutrals

- APD's Response – I want to throw something out on this one. At some point with any training program, no matter what you are teaching, you have to assume the student has buy-in. If we are expecting officers and cadets to learn the skill and use it, then it's important to show them how to appropriately use it in the courtroom.

Video #2 Tactical Communications – Five Step Hard Style in Court	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	This is how we should have seen police officers talk to people in the prior videos with people of color so cadets can see officers take the appropriate steps with black people, with a positive outcome.
3) Are there any patterns in the videos you see?	No
4) What would you edit in the video?	Showing it in the courtroom setting does not seem helpful to the objective or find another video. Edit out the reenactment video
5) What type of video should be selected or edited to provide a more equitable lens?	Select videos with officers taking the appropriate steps with black people, with a positive outcome.
6) Is this video content acceptable to retain in the training academy curriculum?	The panel is undecided on whether to keep this video. The responses from the panel are soft yes, soft no, to neutral. The concern is that this video does not meet the training objective. If it were to be used, edit out the reenactment.

Community Panel Recommendations

Video #2 Tactical Communications – Five Step Hard Style in Court

Recommendations:

1. The Panel had neutral feelings regarding this video. If this video were to be kept it was recommended to edit out the “reenactment” part of the video.

2. It is recommended that the Academy review the training from a wholistic perspective. The goal would be to coordinate training development across the different models and instructors to “tie together” key concepts to produce an integrated training experience for Cadets.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 10/15/2020

Mark Spangler

1-6-2021

Explanation:

 APD will review this video and edit the reenactment portion.

Video #3 Tactical Communications – Andy Griffith Self as Seen by Others

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – We have a couple of videos here that are a bit dated. They're black and white television shows, but the video is used to show the Cadets and the students the importance of what we call the six roles. Any time you have two individuals interacting or communicating you've got theoretically six different roles there. You've got how that individual sees themselves. We all have some small part of ourselves that we don't share with anybody else that we don't show to the outside world. We keep to ourselves, that's our true self. We have our self as we see ourselves, though. Anybody ever watch a video or listen to yourself and you think, that voice doesn't sound like me? That's kind of what we're talking about there, how you see yourself. It's not always the same as how others see you. Those three different aspects that we have to interact it, be it how you see yourself or how others see you being the most important. We show this video because we want the Cadets to understand that while they may see themselves one way, how other people see them is the reality that they need to interact with because if you go throughout and you think that you're the best thing that's ever-graced law enforcement and you go out there and you talk to people bad and you don't treat people with respect and you just basically go out there showing your butt to folks, then they're going to pick up on that and see that. Despite the fact that you may think you're the best thing since sliced bread if they see you as something else, the reality that you have to deal with is how they see things and how people see you and how you interact with them and how they respond to that. We want them to see this video so they can realize that even though Barney Fife there thinks his deputy is great, others are not seeing him as so great. So that's how they're going to interact with them is how they see them. It's also important for understanding that people are the same way. We're a person just like anybody else like we're talking to out there, so we want the students to understand that how they treat people, if they embarrass them, look like a fool if they make them feel stupid, belittle them, they're only hurting that credibility, hurting that relationship and hurting that process by treating somebody like that. Despite the fact that how you see somebody, we want them to understand that how they see themselves is vitally important for that communication process. We use that video because it adds a little bit of humor, but it also demonstrates that point that there's often a disparity there in how you see yourself and how others see themselves and how other people see them.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – In an effort to be as transparent as possible, I am going to say I did not see that value in this video, the video after and I didn't see the value of the next three videos. I did not see the value. I think what you're saying is really important, but I didn't get that from the clips. It went way over my head. I didn't get it. I think there are other videos that could be used to think that critically is what I'm hearing you say in terms of all the ways that the different facets of ourselves that is not as that in the Andy Griffith show.

Community Panel – It's old, but I guess I'll say that I thought it was really dated and I thought it really showed the culture of the people choosing the videos that it just didn't feel relevant. I think a lot of people won't know, I did grow up in the era of reruns of Andy Griffith but so many people don't even know what it is and it just felt very irrelevant to life as we're living it today. I actually didn't get it. I was like who is the self? Because I guess the description said, you know, Andy Griffith as seen by others. I kept looking to understand how we were supposed to understand Andy Griffith or understand this new deputy or are we supposed to understand the, what's his name, Barney Fife? I wasn't actually getting it. It didn't make very much sense to me.

Community Panel – I think the videos that we're looking at, these borrowed from popular entertainment, if you're going to keep one, I would keep this one. If you're going to keep one to show humor or try to show the things that you just were talking about showing and you think you can do it with this video, I think I can see it more in this video than the other two. I think actually it's not Gomer, it's Barney has a view of himself more than anything else. I sort of agree with the others. I'm questioning whether this is the most effective way of getting that point across, but I think you certainly don't need three to get it across. The third one with Adam Sandler, while it may be less dated, is actually I think detrimental somewhat.

- APD's Response – I completely hear all of your points of view and I completely understand where that's coming from and when we get to the anger management film video, I'll address that concern as well. I'm struggling to try to provide as best a context as I can with these videos that are taken out of context and the material in which they're taught. This video follows up in very detailed explanation of kind of what I gave you a brief synopsis of earlier. This video isn't meant to be a standalone to convey the points that I was trying to convey earlier. It's more of a comedic relief from the material after I've taught the importance of the roles and the selves and how we interact with other people and how we recognize and respect their self as seen by self. I completely understand your points of view and I am taking notes about the relevance of those videos as well.

Community Panel – I just want to point out for the record that majority of this entire time we have been saying, we still don't think we're getting the full context, and for you to say like we're not giving the full context, I want to give you a pat on the back and a hand clap for addressing that and kind of saying the elephant in the room that we've all been kind much like, we're just seeing a snippet of what you're teaching and it's hard to truly evaluate if we do not know what comes before, after and in between.

I think that's important to note that while we're just seeing this snippet, which again I do not understand, but if we're not getting the context not knowing even what comes before it or what comes after it, then we're not seeing an accurate depiction. What I do not want to happen, to be very clear, is for us to have all these recommendations and then it comes out to be like, well, they didn't see the full context of it. "This is why they don't understand." I want it to be clear that we've been saying, I think it's been coming from both sides. I don't think it's malicious intent. I don't want that to come across on the officers, sergeants, staff sergeants, everybody's rank on the call, I don't want it to come across as that, but we've been asking for more of a context and it just has not been given to us.

- APD's Response – I think that's why I'm struggling so hard to help provide as much context as I can and answer the questions as best I can because I truly appreciate the effort that y'all are taking here to try to understand and help us improve. Change for the sake of change is not worthwhile, but change for the sake of improvement is always

beneficial so I want to provide as much context as I can. I feel like I'm talking way too much here. But if I can explain something and help somebody better understand it so we can kind of come to an understanding on both sides, then I feel like it's beneficial for everybody involved.

Community Panel – As a person who has designed curriculums in the past, I think one of the questions is, is this culturally relevant to the group of people that I'm talking to? I guess that's what I would just encourage y'all to think about because while I grew up with Nick at Night, it's my understanding that other people who are younger than me did not grow up with Nick at Night. Does this do the best job of driving home that learning objective? I would think because it's so dated, I mean, we're talking about half a century old at this point, if not older, that there's probably something that can kind of speak to that reflection and self-reflection, right, in terms of how people read you. There are memes, memes galore on this that are hilarious that don't require video time that are probably a little bit more culturally relevant to the group of people that you're teaching to.

Video #3 Tactical Communications – Andy Griffith Self as Seen by Others	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Nothing, recommending eliminating it
5) What type of video should be selected or edited to provide a more equitable lens?	Recommend a more up to date video that is relevant/relatable to today's audience.
6) Is this video content acceptable to retain in the training academy curriculum?	No, it is recommended to eliminate this video due to it being outdated and not relevant to today's audience.

Community Panel Recommendations

Video #3 Tactical Communications – Andy Griffith Self as Seen by Others

Recommendation:

- 1. *The Panel recommends this video be eliminated as it is outdated and not relevant to today’s audience. Recommended to replace with more current video.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 10/15/2020

Mark Spangler

1-6-2021

Explanation:

 APD agrees this video is outdated and will look for a more current video.

Video #4 Tactical Communications – Andy Griffith Self as Seen by Self

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – No context was given as the Panel opted to recommend eliminating both Videos 3 and 4 due to it outdated nature

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel’s major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – No discussion

Video #4 Tactical Communications – Andy Griffith Self as Seen by Self	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Nothing, recommending eliminating it
5) What type of video should be selected or edited to provide a more equitable lens?	Recommend a more up to date video that is relevant/relatable to today’s audience
6) Is this video content acceptable to retain in the training academy curriculum?	No, it is recommended to eliminate this video due to it being outdated and not relevant to today’s audience

Video #5 Tactical Communications – Anger Management

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – The anger management video is more of the comic levity used to illustrate a point that's discussed in greater detail in the presentation. When we start talking about the use of verbal skills, we show this video fairly early on and it's used to demonstrate how word choice and tone and your body language and all the factors that we talk about with communications. The vast majority of communications is not just the words that are used. However, the words that we use can affect communications. We use this video to show how body language, how tone, word choice, can all have an effect on the interaction with anybody. It's a silly movie by about Adam Sandler having an anger management problem and the way the individuals interact with him, the way the flight attendant, the air marshal, the way that everybody interacts with him just increases his anxiety and anger level to the point of him almost blowing up. Poor choice of words for a plane scene. But him getting to the point where he gets frustrated and he acts out on that because we want our students to understand that all of these things can have the same effect on them. If they're talking to people poorly, using the incorrect tone to somebody, it can set that individual off and respond in a manner that is not ideal for facilitating communication.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I will say generally let's say an officer arrives to a traffic stop, they can see that the individual is highly upset. Generally, is there any instruction on allowing people to cool off? Maybe to wait a couple of minutes? Is it straight into the eight tactical steps?

- APD's Response – When we teach these eight steps and the five-step hard style, we teach it as more of a guideline. We don't want them out there like a robot, like you said jumping right into the eight step and I walk up to a car and somebody is crying and they're visibly upset and they're emotional, and I'm hello, I'm officer Bloodworth. That's not what we want. It's not treating somebody with the dignity and respect we want. Having the understanding and giving somebody that opportunity to express emotion, to vent, to express anger, is completely acceptable and we teach in this class to allow that because the last video we watched has to do with security issues or safety issues. There is going to be a time where if somebody is shooting at an officer, we don't expect them to use verbal skills to deescalate that situation. It's not reasonable to expect.

Community Panel – I understand it's a dated film. But in light of the national conversation that we're having right now it's almost like a role reversal where you have a Black officer speak to a white person speaking calmly and everything they say is being interpreted in a hostile manner. It's almost more insult to injury because you've taken what's been a national conversation, what people of color just by their mere presence are interpreted as hostile situations and then flipping it and being made to empathize and sympathize with a role reversal.

Community Panel – That scene also seems to make light of what can be a traumatic experience for someone getting tased. It seems inappropriate for that reason as well. I don't think that video should stay. I understand that you also teach taser use. Is this covered at all in this module or is that something else that you teach in a separate module?

- APD's Response – This is a full two days or 16 hours' worth of training typically for the cadet classes and the taser training is typically a completely separate 16 hours of training. If I remember correctly, this is covered before any taser training is conducted so there's no reference whatsoever to the taser use or the response in the video.

Video #5 Tactical Communications – Anger Management	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The video makes light of racism. Seems to respond in a stereo typical manner.
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Nothing, this video should not be kept.
5) What type of video should be selected or edited to provide a more equitable lens?	This video depicts Adam Sandler speaking to the officer in a hostile tone. Considering the national conversation, it seems like a role reversal.
6) Is this video content acceptable to retain in the training academy curriculum?	No, it is recommended this video be eliminated

Community Panel Recommendations

Video #5 Tactical Communications – Anger Management

Recommendation:

- 1. It is recommended this video be eliminated due to its making light of racism, insensitivity of the role reversal, and responding in a stereotypical manner.***

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735

Date 10/15/2020

Mark Spangler

1-6-2021

Explanation:

APD agrees to remove this video.

Video #6 Tactical Communications – Birmingham Beating

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – We talk about the difference between the professional face and a personal face and we bring this back at multiple points throughout the two-day presentation that an officer has got to remain in their professional face. The difference being an officer is never expected to respond in a personal way. An officer is not expected to be offended by something or to be emotionally involved in something. It's not saying we're emotionless, it's just saying we shouldn't have an emotional response. We shouldn't be angry at someone for the way they respond to us. We shouldn't take something personal when something is said to us because it's a job. It's a way for us to make sure that we're making the correct actions, the correct decisions, the correct word choices and treating people the correct way because if somebody comes to an officer for assistance, they expect that officer to help them regardless of who they are and what they've done. Just because somebody broke the law didn't mean they're not a person anymore. When we talk about a personal face and professional face, we show this video because this video is a perfect example of officers that absolutely got in their personal face.

They got involved in a vehicle pursuit, they saw another officer out on a highway that was struck by the fleeing vehicle. Once that vehicle had a crash and the driver was ejected from the vehicle and the driver is very clearly unconscious, offering no resistance whatsoever, the officers then began to use illegal, unethical, excessive force. There's no other way to describe it. They used force on an individual who is not resisting. That's why we have the terminology that we have now is it's a response to any resistance that we encounter. You can see the use of force; force being used by law enforcement. It's termed response resistance because it's exactly that. We will never use any force whatsoever unless we're encountering some type of resistance. These individual officers were all fired from their jobs. They had over 50 years of law enforcement experience between them, but they all in that one instance decided that it was more important to get revenge than to do the right thing, which was provide medical treatment for an individual that was obviously incapacitated from a motor vehicle accident.

Regardless of again the illegality of his actions or the alleged crime that he may have incurred before the pursuit started, none of that really matters. Until you reach that point where you say this individual need medical assistance, it's now my job to provide that medical assistance. The arrest doesn't matter anymore, nothing else matters in that moment. But so many times those officers at the very end of the video it shows a news clip and then at the very end of the video it shows what happened or the portion of the video that the news did not show trying to give the students an understanding of why those officers might have been not in the right frame of mind. Not an excuse, not a justification, not a reasoning, but just so they have an understanding of how this can be a very emotional job and it's their responsibility as an officer to overcome that emotional response, that natural response, if you will. We tie this in to, for example, if you go out there and somebody slaps your child when you're sitting in a restaurant, what type of response would you typically have to some violent action like that? You would probably have some type of verbal or physical response in return. But we have to be able to overcome that. We have to be able to have a reaction that is studied, that is professional in nature and polite and correct for that scenario that we find ourselves in. So many times, it's difficult for officers to do that, but we expect them to be more than just a mortal often times and not respond in

this way. I feel that this video has been very descriptive in showing the dangers of allowing yourself to be taken out of that professional response as a law enforcement officer.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Is there any indication of when there's this foul behavior from officers, let's say they see another officer that is doing something that's not right, where is this covered where they can report it to the office of police oversight or ethical hotline? I'm not sure if that's available for APD. This seems like an opportunity to present that type of information. I'm not sure that we're going to decide to keep the video. It's a pretty bad video.

- APD's Response – We talk about the different types of ethical interventions that we have a responsibility to stop. Specifically, we talk about the ethical standard of conduct in law enforcement and why we have those expectations that we're going to behave in a certain way. If we have something that we see that needs to be stopped, we see somebody that's using excessive force in that video, for example, then we're expected to stop that immediately.

We tell them if you see something that is happening that is causing harm to a member of the public then you're expected to stop that immediately and then report that. If you see something, for example, where another officer stops somebody based on gender, sexual orientation, race, religion or any of the other biases that we are not conducting any policing as it relates to, we are expected to report that. We tell them, that is a response that is required out of you as a law enforcement officer. You may not be able to stop it right at that moment, another officer may just mention something that they did that you feel was immoral, unethical, illegal or against policy and you weren't there to stop it at the time, but you certainly have that right and responsibility afterwards to report that, to make sure that is addressed, make sure it is stopped. Because once you're aware of it it's your responsibility to stop it.

The last thing of ethical conduct that we talk about in this specific class is about our professional presence. Our professional presence specifically being if I behave in a certain way and I expect other officers to behave around me that same exact way. If I know for a fact that I don't broker any type of behavior, I don't allow certain type of behavior around me because I know that it's not acceptable and that other officers know that I'm going to hold them to a high level of standard, then they're not going to behave that way around me. If we can build that type of relationship, if we can build that type of community within the department, then it's only going to elevate our department. It's only going to elevate our department in both our standard of conduct as well as how the public sees us. We want those Cadets to understand that they have every opportunity to do the right thing. And if somebody doesn't do the right thing and they see, for example, this view and they see another officer behaving in a certain way they're expected to stop it. Even if it's in the middle of a fight. We actually have scenario-based training where we have almost not this in-depth where we have a vehicle crash and officers running up there, but with we have scenarios set up to test that ethical response in a Cadet. They respond to an officer, there's another officer on scene that officer starts getting physical with somebody already restrained, already in handcuffs. Once they get physical and once, they realize that individual is offering no resistance, they're expected to intervene there. They're expected to stop that. Because if you see an officer using force on

somebody that's restrained and not resisting, that's a criminal offense, that's a violation of our policy. It's a violation of state law.

Community Panel – I truly, truly do understand that there is an expectation to report, you know, unethical things done by the police to members of the community. I think we also have to realize the power dynamics that are at play at any job that people have, like it's easy to say, yeah, go report someone that is your superior, but it's harder to actually go and do it. It's easy to have these things in place. The one concern I have with that is it's great to be able to say that, but on the back end we also have to set up systems that protect people that are going to hold them accountable. Because things like this happen where members of the community don't always see officers standing up and stopping other police officers sometimes. I think we have to acknowledge that. That's kind of the big elephant in the room right now in terms of this specific topic.

The other thing I was going to say, I struggle with this video just because in reading the case about this it was another Black man. I don't want this video just and Sherwynn, I guess that's another theme. I don't want to continue to see or hear about or read about when we look at like the cases that are attached to news stories about police brutality, aggressiveness that's against Black men. If your training videos continue to show this, at least the ones we've seen, then that's indicative of a larger problem. And if this course is 32 weeks and the only thing that we're seeing in terms of one or two where the officers actually sort of treated the Black community member as I guess equal or equitable. But you keep seeing things over and over again for 32 weeks. I question what that does to someone and how that changes the psyche of an officer and is that addressed? Is that brought up that all of these videos are showing a specific population in the community in adverse situations?

- APD's Response – I appreciate your response, and this is totally unrelated. On the same thread. But I have a question of you, Joe. Do you feel with video software being as advanced as it is nowadays there is software out there that can basically blur any skin tone whatsoever? So, if we were, this is not related to this topic, but if we had the ability to use some of these videos and completely blur out so you couldn't tell any race of any officer, any race of any individual that was interacting with that officer, would you still feel there were value in some of these videos if we were able to remove the race aspect from both sides?

Community Panel – I can't say yes. I can't say a blanket yes. I can say I would be interested to look at them to continue the conversation. It's as close as a yes that you will get probably get.

Community Panel – If I can speak to that. That would also get into, I don't know, this color blindness aspect and disregard the racial dynamics that led to that situation. So, I don't think it would be effective or useful to remove skin color from that.

Community Panel – One of the things that bother me about this video was the justification that was offered for why the officers might have lost control in this situation, and that was because the motorist had sideswiped another officer early on, right? And as BJ said that's not a justification. But it does sort of raise the specter of the idea that hurting an officer is more important than hurting a civilian that when an officer has been harmed is that all bets are off which is a bias of officer over the public.

Video #6 Tactical Communications – Birmingham Beating	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	This is another video with police brutality against black men.
2) What, if any biases did you see represented in the video?	The justification of why the officers may have lost control of this situation. It raises the specter that hurting an officer is worse than hurting a civilian. This is a bias due to illustrating that officer safety is more important than the general public.
3) Are there any patterns in the videos you see?	This is another video with police brutality against black men. We keep seeing this over and over again for 32 weeks. All these videos are showing a specific demographic in an adverse situation. It is another “what not to do”.
4) What would you edit in the video?	The journalistic commentary is problematic. The underlying issue is that the cadets are being set up for failure if the training is framed in way that communicates that emotions are something to be avoided. Circumstances trump principles. Human beings are going to be emotional. You are going to fail to put on your professional face at time. Arguing, that the cadets are human, they are going to react a certain way and here are the steps/strategies you should use when emotions happen.
5) What type of video should be selected or edited to provide a more equitable lens?	Would like to see a video of tactical information used to deescalate with a large group of people.
6) Is this video content acceptable to retain in the training academy curriculum?	No, it is recommended to eliminate this video as is another “what not to do” video and shows a Black man facing brutality.

Community Panel Recommendations

Video #6 Tactical Communications – Birmingham Beating

Recommendations:

- 1. It is recommended to eliminate this video as it shows over representation of Blacks in the videos and also is a “what not to do” scenario.**
- 2. It is recommended to show a video of tactical information used to deescalate with a large group of people.**

X _____ The Austin Police Department concurs with the Panel’s recommendations.

_____ The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 10/15/2020
1-6-2021

Explanation:

APD agrees this video may be eliminated and will look for another deescalation video.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Pattern
1	None
2	None
3	None
4	None
5	None
6	Another example of a Black man facing brutality and a “what not to do” video and over representation of Blacks in general



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



**Community Video Review Panel
Summary Report
Training Academy Videos – Tactical Communications
Videos 7, 8, 9, 10, 11, 12, and 13
October 5, 2020**

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review Session – Tactical Communications Videos 7, 8, 9, 10, 11, 12, and 13.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, October 5, 2020, 5:30 p.m. to 8:30 p.m.

Officer Benjamin Bloodworth (APD) continued to provide context of the videos and answer any questions posed by the Panel. There are total of 43 Tactical Communication videos that will be covered over the next several weeks.

Due to the in-depth Panel discussion, only Videos 7 through 13 were discussed. Videos 14 and 15 are scheduled to be added to the October 12, 2020 session.

Key Recommendations and Patterns

- Video Disposition
 - Keep Videos 7, 11 and 12 if edited and additional context
 - Eliminate Videos 10 and 13 (rationale is included in the video review section)
 - No consensus on Videos 8 and 9
- Recommendations
 - The main recommendations were suggestions to include additional discussions and context around the videos especially regarding race and the impact on communities
- Patterns
 - Continued over representation of people of color
 - Example of “what not to do” video that may reinforce the wrong behavior
 - Promotes an “us versus them” (police versus community) mentality
 - Unclear commands (“stop resisting”)
 - Warrior mindset of police

- Quick escalations
- Inclusion of journalist commentary
- Made for a particular audience/demographic

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
7	Canton Cop Hearing	2:14	None
8	Car Stop Shooting	0:56	Shots Fired
9	Cop Punches Jaywalker in the Face	2:28	None
10	Cop with a Plan and Warrior Mindset	0:38	None
11	Cpl Connor	1:17	Subject Tased
12	DPS Trooper Indicted in Bus Incident	1:54	None
13	The Good, the Bad and the Ugly Shoot	1:36	None

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Benjamin Bloodworth	City - APD	Yes
Anni-Michelle Evans	City - Office of Police Oversight	No
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	No
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel has previously reviewed the video
3. Panel discussion.
4. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
5. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #7 Tactical Communications – Canton Cop Hearing

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This video we use, it's another news clip. I apologize, Phil, but the story is about an officer who is eventually charged with an offense, but he's received several complaints basically about the way he talked to people, very abrasive, very abusive in word and action. The video has several audio clips because there's no video from the incident, but it's only audio clips of him talking to individuals he is interacting with on the street. It's another one of those do not do this videos that we show because it really just shows how bad it is. The way you talk to people, how that has an effect on the outcome of the situation. Even though he's in a position of power and the individuals that he's talking to doesn't have any replies on the videos, you can still just listen to the tone of his voice and the word selection that he uses is very poor example of how to interact with folks.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I was going to ask what are the cadet's response to this video, because it is over the top sort of egregious in its example?

- APD's Response – A lot of times the reactions that we get from a lot of these -- what not to do videos is, I've never once seen a cadet not give the appropriate response and by appropriate response, I mean just appalled at what they're seeing and hearing on these videos. I've been teaching 11 years now and I just moved over to advanced officer training, so I will have less of a role in teaching cadets this class, but it's a typical response you would expect to see from somebody hearing a person, an officer, somebody who is supposed to be protecting people, talking to somebody in this manner. And we really put it in their frame of mind because a lot of times cadets are new to this law enforcement type of experience, so they don't have a whole lot of experience interacting with people in a law enforcement setting. As in being the police officer

Community Panel – Where is that happening in the training? From all the videos that I've seen with the exception of video 14, it seems like they're “what not to do” videos

- APD's Response – A lot of these videos are easy to locate and they're easy to find because they're so egregious. Because they-- these videos get made public, these videos come out. Somebody sees this video and it's like this is not cool. We need to make this public; we need to point this out and say this is unacceptable behavior. Unfortunately finding the good videos, what to do videos, a lot of cops think that's part of their job and so they don't make a big deal about it. They don't say I did a good thing here. They don't make a big public response for it so those videos don't get noticed. We are working -- due to this video process, review process, I've started working with my supervisor over at advanced officer training to start putting out surveys to get more of those this is how it “should be done” videos. Because again a lot of those videos just go into the Internet and they don't get noticed, they don't get publicized. They don't get applauded, if you will. Finding those videos is a process of actually asking for them

seeking how hey if you have a good interaction.

Community Panel – I'm still a little confused. Like if I am watching this video as a cadet, like what are the top like three takeaways that you want me to leave with after a watching this video? I guess that's where I'm still kind of confused. After looking at the materials and looking at the video.

- APD's Response – The main thing that we want our students to take away from a video like this is that this is not acceptable behavior. This is not the appropriate way to talk to somebody. Just in general, much less somebody who should be held to a higher standard of wearing a badge. When we hear this video, we want these students to understand that this is absolutely wrong in every way, shape, form and fashion. And that this is not only inappropriate behavior, it could also cost you your job, it could cost you your freedom and cost you a lot more than just ruffling some feathers. This is just wrong behavior that we want to discourage and we want to demonstrate and we want them to see that and how bad that it looks. When I cover this video, I usually try to remind them that there's another person on the end of that. You hear that officer yelling and talking a lot, right, but you don't hear the other person. So sometimes that gets forgotten so we want to make sure that they understand that every interaction you have there's another person, another human being that should be treated with dignity and respect on the other side of that interaction. And a lot of times that's difficult for somebody, especially -- I don't want to say this generation, but a lot of younger people who are coming into the workforce now don't have a whole lot of interpersonal skills, don't have a whole lot of human interaction just because of social media and devices and everything else that goes on in current society

Community Panel – I was just going to suggest that clearly this video disturbs me, but I would be sort of in favor of it if there's some analysis of the way in which policing is structured, the policing is because of the uniform, because of the authority, might tempt cadets into this kind of a position with respect to the public. I don't know if you're familiar with the Zimbardo studies, the Stanford prison experience, but putting people in this kind of power has the effect of making it less accountable for them to behave in these kinds of ways and there's plenty of studies about that.

- APD's Response – I have not seen the studies that you referenced, but often times you see that in a lot of these problem videos across the country where these officers feel like their position just because they wear a badge or carry a gun, somehow elevates them above the rules and above the standards of civility among two human beings. We try to hammer home in this class that just because you're going to be wearing a badge doesn't mean you will be better than anybody.

Community Panel – I have problems with that video overall, but I think that giving the opportunity to give a defense, I think that should be cut. If anything, it should just be, so it feels like there's a bias in favor of the police officer and it's not making the case that I hear that APD is trying to make. It feels like just a more straightforward shot of just the, if it were to be kept, like just the piece that's actually about the activity would be more useful and would be less biased.

Community Panel – When I heard the attorney speak it just -- it's pretty much like every egregious act that we see surface on social media where there's still individuals trying to justify that type of behavior.

Community Panel – I think that could be another conversation starter because just telling the officers yeah, you shouldn't do this. I hope we shouldn't have to tell somebody that based on this video, and if so that's a different conversation of how they made it this far in

this program. But having someone to really think critically about -- I don't want to get into the sensational aspect of this, but seeing these videos week in and week out, it does continue to weigh on someone and it is very negative, but a lot of these things do happen to people. They may not be as egregious, but officers talk to people crazy all the time. And so how do officers in those moments think about how their actions are going to impact the community. How do they confront or check other officers in those moments? How do you check the stories or the narratives that you can control within your own departments or other organizations?

Community Panel – How will these reports be accounted for in a way that's transparent to the community about the changes that will be implemented, and how can we verify that they are, indeed, implemented? I don't know if that's a question for us to per se answer, but I do know it is kind of like lingering in the room, waiting to be discussed, you know. Aside from the individual instructor saying “oh, I'm taking notes, I'm going to try to incorporate some of these”. I think looking at how is the institution as a whole going to be accountable and transparent.

- Moderator Comment – We're going to get back to you also next week with some follow-up on that question, because I know that we have a 360 approach where the recommendations are supposed to be made, and then we're supposed to get the responses on those recommendations to be able to share back -- to be shared with you all. I'll get even more clarity around that, but that was part of the reason for the 360 approach that we asked for, was to make sure that there was some accountability around the recommendations that were made. But we'll follow up with you at the very beginning of next week's meeting. Can we add that to the agenda for next week?

Video #7 Tactical Communications – Canton Cop Hearing	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	This is a power structure inequity/authority inequity. You do not hear other people because they are afraid.
2) What, if any biases did you see represented in the video?	There is a bias in the case of the police officer.
3) Are there any patterns in the videos you see?	<p>Another what not to do video. If our goal is to talk about what we would like to see there needs to be a balance of what to do vs. what not to do. It needs to be more what to do.</p> <p>Change the narrative in the conversations: There can be a deeper conversation with this.</p> <p>How do we go back to the community and repair that harm when there is a breach of trust?</p> <p>What do you do to restore that trust right then?</p> <p>Approach this from more than an individual police officer to a more institutional expectation and practices.</p> <p>An institutional response that works to not have acts like these happen but when it does how to repair. There should be an analysis of how policing is structured is necessary to show cadets how those structures often lead to these kinds of responses because of the power and authority inequities.</p>
4) What would you edit in the video?	Analysis around how policing is structured might tempt Cadets into this response. If there is an accompanying, unpacking that dynamic and help cadets see that there will be the temptation to have this kind of response. Only the piece about the activity is the only thing that should be kept.
5) What type of video should be selected or edited to provide a more equitable lens?	Edit out the part at the end with the lawyer. The ending part definitely needs to be cut.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep this this video if the above terms are kept and if the dialogue will take place. If the conversation around this video is changed, this video can be kept. Cut out the part at the end about the defense and focus in the behavior.

Community Panel Recommendations

Video #7 Tactical Communications – Canton Cop Hearing

Recommendations:

1. It is recommended to keep this video if edits of the lawyer are made and if conversations around accountability and institutional expectations and practices are put in place versus discussions around individual officers. Change the narrative in the conversations: There can be a deeper conversation with this. How do we go back to the community and repair that harm when there is a breach of trust? What do you do to restore that trust right then? Approach this from more than an individual police officer to a more institutional expectation and practices. An institutional response that works to not have acts like these happen but when it does how to repair. In addition, there should be an accompanying, unpacking that dynamic and help cadets see that there will be the temptation to have this kind of response. Edit out the part at the end with the lawyer and focus on the behavior of the officer.

X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735 Date 10/15/2020
Mark Spangler 1-6-2021

Explanation:

APD agrees this video may be used with the edits recommended and added commentary.

Video #8 Tactical Communications – Car Stop Shooting

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – In the concept of tactical communications, there is a section that covers what we call SAFER, or times where words are either failing or not appropriate for the situation. In this video, you see an officer make a stop on a vehicle, approaches the vehicle, has a short verbal interaction with the driver, after which the driver pulls out a handgun and fires at the officer and then takes off. The officer returns fire, striking the vehicle multiple times. At the end of the video, you see the driver crash into a pole down the road a bit. This video is shown to cadets to remind them about the realities of law enforcement and that unfortunately, some people will try to hurt police just simply for being police. It doesn't matter how good your verbal skills are or how well you treat a person, at the end of the day there are just people out there that are going to try to hurt people. If that happens, then you need to respond appropriately instead of trying to use your verbal skills on somebody trying to shoot you.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I will preface this by saying it is going to come across really harsh, but I don't know another way to ask it. So, is the conversation really just “hey, y'all, people may harm officers. Play this video. A person shoots at a cop. And there's a shootout on the highway? Like I guess, what more is it, or is that just the conversation and then the video?

- APD's Response – Throughout the class we cover the SAFER concept multiple times. Security Attack Excessive Repetition and Revised Priorities. We show several videos to show that attack aspect where somebody is attacking a police officer and the response to that. This is two days of training, 16 hours. We talk and talk and talk about talking to people. We really, really push that aspect of interaction, you know, that communication between two people, how you talk, your body language, your tone, everything that goes with two people interacting and getting a message from one person to another. We really, really hit that that hard during the class. We need to remind them that this is not going to be a solution for every single scenario you're going to encounter. Nothing that the officer in the video could have changed would have changed the driver trying to shoot him. Nothing they could have done. They couldn't have had better body language when talking to the driver, couldn't have used better word choice, couldn't have used a different tone and solved it. Nothing that officer could have done would have changed the outcome of the encounter. We show a couple to remind them the reality of that, that this is dangerous work and sometimes you are going to have to put yourself at risk to try to help other people. And those times you may have to use force. Words may simply not be appropriate.

Community Panel – I feel like we've seen some videos like this before, but I also could be -- for like of a better word, tripping, because the videos are starting to blur together a little bit now. So, you said there is another training block that talks more about this concept in depth. Was it the part where you're trying to -- I want to say we were talking about different tactics that officers should use, and they'll go into situations with one officer where this kind of came up? I don't know if Gary is on the call, but this came up.

- APD's Response – A lot of this stuff does kind of all tie together. I can speak from teaching the use of force block, this video that DT showed you, or tactical communications showed you. Let's talk about the legal background and ramifications. The video you saw on use of force, now we're going to talk about the tactics or implications of it. It is to an extent that things are integrated and woven together. It kind of depends on where we're talking about a particular block, what gets talked about in a particular discussion.

Community Panel – I do understand at different points to give people a sense of the job as risky, you may be putting yourself at risk and there's going to be danger, there's going to be moments where that's going to be talked about. However, it feels like by putting this at the end of, as you said, BJ, you're hitting it hard. You're talking about body language and tone, and communication and then saying there are times that nothing you could do would have changed it seems to undo everything that you've just said. It just heightens the fear. It's another one of these examples of, again, not to diminish the risk, but also put the risk in context and to maybe bring it up at another point where it feels more relevant to the actual teaching. This feels like its counter to the teaching that you've just done, and so why not reinforce in this section, reinforce where we could see some examples of positive interactions and how it's been successful at de-escalation and helping resolve situations? In another section that's perhaps more related and not necessarily undoing the work, you could talk about the risks and give that context. But it feels like -- it doesn't feel well-placed. It actually feels like it undoes the work that you're trying to do in this section.

Community Panel – I don't think either one of these videos -- the one that we just saw and then this one -- helps this overarching us versus them mentality. I do think that's kind of ingrained in the culture of this training, and the way that BJ kind of describes the conversations so far that we've had, I think it's much more like -- or at least I would like to think it's much more like community, kind of, like collective. But I don't think that this adds -- this specific video adds to just the us versus them mentality that we talked about before

Community Panel – I do not think this adds to the conversation. I really do think it detracts from the overall intent of what I think the conversation is. If you're having conversations about, you know, this is how you successfully communicate, these are some things that you want to do, these are some tips, you know, ways that you can have this effective communication with community, and then you show them a video where, okay, somebody shot at an officer after they did everything right -- I don't know if that will help the argument that you just tried to make. It really depends on where you show it and things like that. I do think there are ways to, kind of, like, not do that. I don't know if it's even worth it to try to add this video into the conversation when I just don't think it's fruitful. That's kind of where I stand with this video, which is not an answer, really, but just feelings about this video.

Community Panel – I appreciate BJ's, sort of, framing of it. I understand him saying that, you know, we want the cadets to understand that we're going to go through this training, we're going to give them a kind of rubric that we expect them to follow, but you may do everything right and the situation is still going to go pear-shaped, it's going to go upside down. I get that and I do think they need to know that. I also hear Andrea's concerns pretty clearly and Joe's. While I was watching it, as an ex-officer, I was wondering when I first started watching it, I was thinking they're going to talk about how to approach a vehicle in a safer way than this guy is doing.

I wonder whether if, whether you can get the point across with videos like this in those

segments of the training, which would be about, you know, like, more focused on tactics for maintaining your safety.

Community Panel – I think what could be helpful for the point is you could be an officer that is truly trying to engage community, and repair this, and reengage in different ways, and in that moment, it does not work and you have to come up with something else. I don't know if any video is going to show that aspect of it, but, you know, when I worked for the city in public health, there are people that just don't like the City of Austin as an institution. No matter what I say, they will not like the City of Austin as an institution, because of decades of mistrust. In the moments where I'm giving great customer service, I'm doing everything right, they're still not going to like me because I work for an institution that has decades of mistrust

Community Panel – What do you do in that situation where you've done everything right, you've effectively communicated? I don't want to put out there there's going to be a shootout on a highway and someone is going to hit a light pole. I think what Phil was talking about, it got me to thinking that there is a conversation that could be had about how you overcome that difficulty and you've done everything right, but you didn't get the outcome that you wanted, which, you know, is life sometimes.

Video #8 Tactical Communications – Car Stop Shooting	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	This does not help the Us vs. Them mentality. The way that BJ describes the conversation, it is more like community collective.
3) Are there any patterns in the videos you see?	The Us. vs. Them
4) What would you edit in the video?	None
5) What type of video should be selected or edited to provide a more equitable lens?	None
6) Is this video content acceptable to retain in the training academy curriculum?	Maybe. The Panel could not come to a consensus on the video? They do not think this adds to the conversation. It detracts from the intent of what the overall conversation is. Do not know if it is worth adding this video. Would move it to another section. It does not help the objectives of this section. There is a conversation that could be had about how we overcome.

Video #9 Tactical Communications – Cop Punches Jaywalker in the Face

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This video, we use during the portion where we're talking about how we interact with people, our actions, our decisions, the words we say. Everything that we say and do is under a lens. The public is always watching us. It's reinforcing that, that everything we do has to be done correctly, the way we talk to people, interact, the way force is used when it has to be used is always viewed by the public and always judged by the public, so we need to make sure that we're doing things correctly. You see the officer interacting with an individual. I think it's a friend of hers comes up and tries to keep the officer from taking the first individual into custody and when the second individual approaches the officer and interferes, the officer strikes her in the face one time and then goes back to attempting to control the first individual. The crowd starts to gather around the officer. You can see that the officer appears to be measuring his words, measuring his actions and trying to deescalate the situation, but he's not very successful in that. We do use this video because we want the cadets and students to see that it doesn't matter what you do, the public is going to be watching you. You should be doing the right thing so that you don't have a negative response from the public. We have a lot of the videos that we talk about where the public, we reinforce that everything you do is going to be on camera, whether it's your body camera or somebody's cell phone camera, you're always being recorded and expect everything you do to come up on the internet one day

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I would like the names of some of these videos to be changed. I would like that to be recognized. But I just have questions, I guess from some of the other officers and what they are seeing in this video just to make sure -- or the police folks on the call. I don't want to diminish or say the wrong thing. What are some things that you are seeing in this video based on, you know, what you would expect some of the students, cadets to get out of it? I would really like to hear your perspectives on this one specifically.

- APD's Response – I am not a fan of this video at all. I already expressed some opinion about it to BJ, but I just don't like it. I don't know what other words I can use to express my dislike for this other than I just don't like it
- APD's Response – I was looking at it more from the angle of the use of force side, what the learning points would be as far as relation to the law, along those lines. Since I don't teach tactical communication, I wasn't looking at it from that angle. There're definitely some issues as far as the legal questions, what the officer's lawful authority was. From my end, I can see, for spurring discussion, because you have the case law discussion and things along those lines. But I can definitely see the potential issues with where this might fit in the tac comm, but BJ teaches this. I'm not near as familiar with how it fits in the curriculum, so I was looking from the use of force side and what could we gain from this video if we used it that way.

Community Panel – I think we see this over the course of, you know, this time since May. Like Phil just said, we've seen this example replay over and over. I think to notice the racial demographics is obvious to me, but I do think one of the things that we have also brought

up is just the idea of class and how those intersections play out. This video was hard to watch. I do think that it just continues some of the patterns that we've already seen.

Community Panel – I think it's basically the same answer as the first one. If this was the officer trying to arrest someone for jaywalking, I don't understand why he's trying to arrest them for jaywalking in the first place. But if a banker in a suit walks up to interact with him about that, I don't see him punching the banker in the face.

Community Panel – I think on a system level (bias) it's an example of how for smaller crimes I want to say, we've seen this escalate to a place of I just don't understand how we got here from jaywalking. I think that's one. Two, I have mentioned this before in terms of what grace do, we give people, who's afforded grace, you know, who is able to tell their story without a negative interaction with police, the ability to just walk away and say, okay, this happened, it was great, it was amazing. People are afforded that grace. With this video, it just continues to show not all communities are given the same grace as others.

Community Panel – Unclear police commands (stop resisting), is what I would write down (for patterns)

Community Panel – We were quick to notice the patterns with these videos. I wonder, for cadets specifically cadets of color, and even more specific Black cadets, what is the impact of seeing these instances of police agitation against communities of color -- poor communities, Black communities, things like that? On the flip side, to cadets who are White, what is the impact of seeing this over, and over, and over again? Like, it's not fun to watch these videos, I will be very transparent. You know, it does not bring me joy to watch these videos, because I know for the most part what is about to happen. Sometimes it's a matter of, okay, it just wasn't as bad as last time. I don't know where this fit, but, like, we've seen so many videos that are continued experiences of police officers who are doing egregious behavior against the community. I wonder what is the impact on people who are going through this process? That's one. Two, we've seen a portion of the videos. We have not seen the entire array of videos and so what happens to the videos that we have not seen that continue to perpetuate some of the patterns that we've seen?

- Facilitator's Response – Are you wanting someone to answer on this or do you want to see if there's someone that can get an answer for you based on your question?
- Community Panel Response – I'm not looking for an answer today because I don't want to put that work on anybody tonight at 7:16 p.m. But I do think not even like next week, but by the time we do this run, I think it would be helpful to have clarity not only for the community, but for the instructors that we have been working with throughout this process because I know for a fact it's trickle down.

Video #9 Tactical Communications – Cop Punches Jaywalker in the Face	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	This officer is responding this community differently than he would to a different class community. The officer is reading this community as less deserving.
2) What, if any biases did you see represented in the video?	If this was the officer trying to arrest someone for jaywalking, I do not see him punching the jaywalker. On a system level, it is an example for smaller crimes escalating. I cannot see how we get here from jay walking. Who is afforded grace? Who can tell their story with grace? Not all communities are given the same grace as others.
3) Are there any patterns in the videos you see?	The racial demographic is obvious. The idea of class and how these interactions play out. It continues some of the patterns that we have already seen. Unclear police commands stop resisting. It shows the pattern of escalation. The faces are not blurred.
4) What would you edit in the video?	Blur the faces. Remove the audio. There is a certain kind of prejudicial in it.
5) What type of video should be selected or edited to provide a more equitable lens?	I wish that I was able to look at these videos holistically. As you go through the process of looking at these videos, you cannot help to see patterns. It seems like police officers are more committed to the pride of being police officers, rather than building relationships. There should be conversations around that. This is happening at the expense of black people. It can be used to show how police officers dig there heels and will not stop until they get the desired response. I would like to see videos show what not to do, when the officers see other officers failing and the consequences of the failing.
6) Is this video content acceptable to retain in the training academy curriculum?	The Panel could not reach consensus on this video. Comments: <ul style="list-style-type: none"> ○ In good faith say keep this video. ○ Remove, it comes at the expense of another black person. ○ Remove ○ Remove the video ○ I suggest we keep this video. We watch the officer escalate and is clearly in over his head and no one is getting shot. It shows the officer failing and clear he is failing.

Community Panel Recommendations

Video #9 Tactical Communications – Cop Punches Jaywalker in the Face

Recommendations:

- 1. The Panel could not come to a consensus on the disposition of this video. If the video is used, blur the faces. Remove the audio. It seems like police officers are more committed to the pride of being police officers, rather than building relationships. This is happening at the expense of black people. It can be used to show how police officers dig their heels and will not stop until they get the desired response. There should be conversations around that. Panelist would like to see videos show what not to do when the officers see other officers failing and the consequences of the failing.***
- 2. The Panel would like to see videos show what not to do, when the officers see other officers failing and the consequences of the failing.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 10/15/2020

Mark Spangler

1-6-2021

Explanation:

 APD will work to blur the faces and work on updating the conversations with the class.

Video #10 Tactical Communications – Cop with a Plan and a Warrior Mindset

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – I mentioned earlier there are several videos that are included from the institute for the SAFER concept and this is one of those videos that demonstrates an officer removing an individual from a vehicle and the individual attempts to get away from the officer. The officer, I think punches him one time. The individual goes to the ground. The officer continues to attempt to detain him and restrain him. He tries to get up again. The officer delivers a knee strike. The individual goes to the ground and there's more resistance encountered. It's just a video used to demonstrate the times where words may not be effective or appropriate for the situation.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – This video is deeply problematic on several levels. First the music, that's just done. It's hard for me to see this as a "what to do" video if the video we just watched is a "what not to do" video. I don't think there's a lot of differences between them. I watched this video several times. The guy may not have been doing what the officer was telling him to do, but the guy was not trying to assault the officer and he got punched. I would argue the only difference between this video and the prior video is this officer's punches are effective. I think the officer in the prior video had a warrior mindset. I think that kind of warrior mindset is a part of the problem.

- APD's Response – This is one of the videos with the SAFER presentation. I can't remember the videos that are shown. Several times throughout the presentation this addresses the SAFER concept. This is one of those videos used when times when words are not effective, when words aren't appropriate, when words aren't going to resolve the situation and force should be used.
- APD's Response – The difference between these two videos and how these videos are covered in the class is the initial video you have an officer that is struggling to control an individual, struggling long enough that another individual becomes involved and attempts to intervene and force isn't used in that video until the second person gets involved. This video, as soon as the resistance is encountered the officer responds to that resistance with a single strike. It's not one of the videos where you see an officer that is just swinging a baton multiple times, extreme overuse of force. The resistance stops after that strike is used and the officer's response to that resistance then stops. As soon as the resistance is again encountered that officer then delivers one single strike. The resistance stops and the officer's force stops. This video is used to show when resistance is encountered and physical force is required and words are no longer required, then the appropriate, judicious use of the correct amount of force in response to that resistance typically resolves that situation without the need to escalate to further force or going beyond that to what would be considered unreasonable or excessive force.

Community Panel – The person that is being punched appears to be a person of color to me.

Community Panel – The music seems like it's encouraging that behavior.

Community Panel – I think a pattern of quick escalation is here.

Community Panel – I think I've seen a lack of how to deescalate or with large groups, mostly what we've seen is one on one. I'd like to see a video where tactical communication is used with large groups if it's available, but if it's not available I would like to see a video where tactical communication is used to try to diffuse a situation. I think you mentioned you guys are already looking for some of those, right?

- APD's Response – So this curriculum has been around since the '80s. It's been around for a long time and a lot of these videos were updated over the decades, but some of them are still very much dated. We're currently seeking out trying to find -- because I took a lot of notes off two weeks ago when we first met and a lot of your recommendations for seeking out those new videos.

Community Panel – I just watched the video again because it's a very short video. And I don't see anything that would constitute resisting in the second part of the video. The officer is holding him down, he's talking on his radio. He got up; the suspect appears to, because he's still got a grab hold of the back of his jacket at the neck. The suspect appears to think that he should get up on his hands and knees as well. The officer doesn't tell him not to. The officer hasn't instructed him not to do that before he tries to do it. But as soon as he's up on his hands and knees and not doing anything else, the officer punches him in the kidney and shoves him down again. I'm having a real hard time seeing this as appropriate force.

- APD's Response – I just wanted to provide a little bit of additional information on this. I'm trying not to steal Travis' thunder because they do use this in defensive tactics, this video. To directly address your point, Phil, the suspect has a warrant. The officer has told him he's going to be placed under arrest. That's when the suspect attempts to pull away. The officer strikes him one time in the face, the suspect goes down. The officers on the radio basically calling for backup and the suspect actually pushes himself up off the ground. Then the officer applies a single knee strike to the torso and that's when the suspect goes back down.

Video #10 Tactical Communications – Cop with a Plan and a Warrior Mindset	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The person who is being punched appears to be a person of color.
2) What, if any biases did you see represented in the video?	The music is encouraging that behavior.
3) Are there any patterns in the videos you see?	The warrior mindset. Surprised that this is a "what to do". Thought this video reinforced bad behavior. A pattern of quick escalation.
4) What would you edit in the video?	I would like to see more videos with tactical language being used. Edit out the music.
5) What type of video should be selected or edited to provide a more equitable lens?	There is a lack of how to de-escalate. Like to see video where tactical communication is used with large groups or used to try to defuse the situation.
6) Is this video content acceptable to retain in the training academy curriculum?	No, it is recommended this video be eliminated.

Community Panel Recommendations

Video #10 Tactical Communications – Cop with a Plan and a Warrior Mindset

Recommendations:

- 1. It is recommended this video be eliminated as it could reinforce bad behavior.***

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735 Date 10/15/2020

Explanation:

The video will be removed .

Video #11 Tactical Communications – Cpl. Connor

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This video is actually an APD video. This video shows a corporal, a previous corporal with APD that made a traffic stop and was very much responding out of that personal face that I talked about a couple of weeks ago. We use this video to highlight that yes, we strive to maintain in that professional face. When we do find ourselves in that personal face, the way we respond in that personal face can really derail an interaction withing is somebody and that's exactly what this video does. If you note the date on the video, this officer had made a traffic stop for like five miles over the speed limit on Thanksgiving Day on MoPac. He approaches the vehicle and we teach a passenger side approach. This officer, again, this was 12 years ago. He makes a driver's side approach on the side of MoPac. If you can imagine driving down MoPac how loud it is and sitting on the side of the road trying to talk to somebody with all the cars going up and down MoPac, you can see the cars driving behind him, it's loud. It's difficult to communicate there. I'm not going to speculate as to why he was irritated. Maybe he's upset he had to work on Thanksgiving. Whatever the reasoning was behind it, he obviously got emotionally involved with the situation. As he's asking the driver for, I think his driver's license, insurance, all the standard requests, the driver obviously interprets his tone as yelling at him because he's speaking very loudly. He may have just been irritated. He may have been yelling because he's on the side of the road. I don't know, he never gave a reason behind his loud voice, but he was interpreted by the driver as yelling at the driver. We teach this part of this class the reality that you create, the perception of the other individual is the reality that you have to deal with. Now he has to deal with that reality of that driver feels he's being yelled at and how would any of us feel if we're being yelled at for five miles over the speed limit. He's a little curt with the driver. The driver ends up refusing to provide a driver's license because the officer is yelling at him. The officer then tells him to get out of the car. It's a very short video, short interaction. I think I timed it and very short, like less than a minute, I think. He ends up tasing the driver for, in his report he says not complying. He feared for safety for him and for the driver being on the side of MoPac. There are lot of the things to talk about with this video. We talk about how that communication process could have been facilitated easier, how if he had made a passenger side approach and simply explain to the driver, hey, it's loud out here, I'm going to talk louder so I make sure you can hear me. I'm not yelling at you. There are a lot of things he could do to have this interaction go smoother. But at the end of the day, we demonstrate this is again one of those “what not to do” videos. We do provide the context for this video. The officer was involved in this particular video went to internal affairs and he did receive three days off. He had another incident the very next year in early 2007, he received discipline for that. He ended up leaving the department in 2008 because of all these ongoing issues, so we do provide that context for the students. But unfortunately, it is another “what not to do” video simply because it's a good demonstration of how poor interaction and poor dealing with somebody can really cause the interaction to go south quickly and at the fault of the officer honestly.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Just sort of abuse of authority that BJ has already called out, but I think that is the kind of inequity that is worth mentioning.

Community Panel – It appears to be a person of color that is being treated this way. So that also goes to the patterns.

Community Panel – Is there any conversation around the dangers of kind of like tasing this person right next to the highway? Is that topic of conversation?

- APD's Response – During taser presentation we do discuss secondary injury risks and location related risks associated with taser deployments. But it's not addressed in the tactical communications class.

Community Panel – I wouldn't edit anything, but I do want to say I appreciate I think for the most part the faces were blurred. I know that's something that we've talked about, both of the faces were blurred. I know we've talked about that. I appreciate the fact that it is based in Austin and so you do get some type of resolution from it. I just wanted to highlight that I am a little bit disappointed in the continued kind of overrepresentation that we have seen in terms of the patterns so that's not as great to continue to watch, but I wanted to highlight the fact that we are seeing at least some of the stuff that we've been talking about.

Community Panel – I do like that it's an Austin video. I think it drives it home for the cadets perhaps more strongly. I would like for part of the talking points of the video to include that this officer is interacting with a person of color and to show if that was a factor in the escalation it and the treatment of the person. I think that's worth calling out and discussing. I'll say a little bit more about that. I think explicitly raising the question of whether the officer read the movements and the responses of the person as more aggressive simply because they were coming from a person of color and the larger cultural narrative of course is that people of color more dangerous.

Community Panel – I agree that we should go ahead and keep it. I think the Austin context is important as far as having a reminder of the types of experiences that people have in this city with the police. I think providing that context is important.

Community Panel – Maybe I'm just not privy to not only those conversations, which I completely get, but to not acknowledge or address race I think does a disservice to the officers because they're going to be confronted with not the realities of race, but the effects and impact of racist systems. To not even to engage in that sense that it is inadequate training conversation in a critical way or to at least think about maybe this officer judged this differently based on the person's skin tone, I think really does a disservice to the officers.

Community Panel – I think the point about it being in Austin makes me think -- and all the context you gave that kind of drives it home more, but I would be open if other people feel, I hesitate because the overrepresentation of Black people, but if it's included in the comments that would be fine, but I'm open to what other people have to say.

Community Panel – I think time has to be made for that conversation to happen. I think that we need one video in here where officers are reacting to people of color in a way, in a way that's different than they would react to people that are marked by blackness or a certain kind of class and explicitly talk about that. I don't think we can skate over that all the way through all of these videos and the training. That has got to be an explicit conversation or that narrative that's out there will dominate because it hasn't been challenged.

Video #11 Tactical Communications – Cpl. Connor	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Abuse in authority.
2) What, if any biases did you see represented in the video?	It appears to be a person of color being mistreated in this video.
3) Are there any patterns in the videos you see?	Another what not to do video. It appears to be a person of color being mistreated in this video.
4) What would you edit in the video?	Appreciated that the faces in the video were blurred and it was based in Austin.
5) What type of video should be selected or edited to provide a more equitable lens?	Appreciated that the faces in the video were blurred and it was based in Austin.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, it is recommended to keep this video as it is a local video where cadets can relate. Would like to include that the subject was a person of color and it led to the escalation. Explicitly mention, that people of color are perceived as more dangerous both by society as a whole and by most police officers that leads to these overreactions. Time needs to be made to explicitly talk about the impact on people of color.

Community Panel Recommendations

Video #11 Tactical Communications – Cpl. Connor

Recommendation:

- 1. It is recommended to keep this video as it is a local Austin video where Cadets can relate. It is recommended to include the conversations regarding people of color and how police may be predisposed to think they are dangerous.***

 x The Austin Police Department concurs with the Panel's recommendations.

 The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735

Date 10/15/2020

Mark Spangler

 1-6-2021

Explanation:

 APD will keep the video as recommended and add cited conversations to the class.

Video #12 Tactical Communications – DPS Trooper Indicted in Bus Incident

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This video is another news clip video that did not come from APD. It's a DPS trooper that was indicted for an incident that was involving a bus. A bus had stopped at an intersection and blocked his field of view and I guess he got bent about it, stopped the bus, got on the bus, addressed the issue where the bus stopped with the driver. While addressing that issue, a passenger on the bus made a comment that the trooper took offense to. The trooper then actually got physical with the individual for just making a simple comment. I think it was something like “we've got places to go or let's get on the road”. The DPS trooper very much responded in that personal face, took things personal, got emotionally involved to the point of physically grabbing a passenger for just making a verbal comment. No physical resistance whatsoever. Didn't even have a legal detention or a reason to stop and talk with the individual, but felt the need to grab him, drag him up to the front of the bus, verbally berate him and shove him before getting off the bus. It was another incident of a video of “what not to do” simply because it was so ludicrous to watch this trooper get so emotionally and personally involved that he felt the need to basically be a bully with a badge and shove this kid around for just talking.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Are there any averages around how often this happen, this escalated anger?

- APD's Response – Yes, that conversation happens on a regular basis and especially in this class because this class is all about building relationships, facilitating communication, open lines of communication and with the public. And building that public trust. One of the main ideas behind the Verbal Judo and tactical communications is talking about generating that voluntary compliance, just simply using your verbal skills to talk to people and to let people understand that you're here to help them and find the best interest outcome for everybody involved. That doesn't necessarily mean jail, it doesn't mean handcuff. It doesn't necessarily mean anything other than finding the best outcome for everybody involved. When we start talking about the potential impacts and how you as an individual officer and your interaction with that officer can have an effect on future interactions. Like Joe talked about earlier how interactions with one single officer can affect the entire community, can affect the entire city because of one bad apple like you said, Angelica, and we talk about that on a regular basis because it may not be you that talks bad to somebody or mistreats an individual or puts somebody in jail when they don't really need to go to jail, it may not be you that suffers those consequences, but it may be the rest of the community, it may be the rest of this police department. It may be somebody else down the line that just gets tired and thinks that this officer is going to treat them the way another officer has. They respond out of anger because they think this officer is going to be the same. Unfortunately, it's a vicious cycle when we as one single individual officer have a problem and we don't fix it and we -- like Phil was talking about, we get that five or six and go up to 10. It's a bad outcome for everybody that's involved. We try to hit home that we want that cooperation, we want to

reach that ideally cooperation, but hopefully we're looking for collaboration.

We talk about putting deposits in that bank of public trust because if you're not making deposits, you're making withdrawals. It's not just going to sit there static. It's going to go up or down. Every action I make is going to either increase the public's trust in this department or it's going decrease the public's trust in this department, and which one do you want to be?

Community Panel – I had a question about what the outcome was, I mean, they mentioned that he was indicted and they actually had been dismissed?

- APD's Response – I'm pretty confident he lost his job over this. I honestly cannot tell you the outcome of that second case, but I'm fairly confident that he was indicted previously and he was on like a deferred adjudication probation type from the initial criminal investigation. I think this one put him over the edge and I think he was criminally charged and I definitely know he lost his job, but I do not know the final outcome of the second criminal hearing.

Community Panel – He didn't lose his job; he was allowed to retire. He lost the use of his peace officer license for two years, but he was allowed to retire. He was on deferred adjudication for that first weapons charge, inappropriate weapons charge, but he wasn't indicted for this charge.

Community Panel – The question I want to ask really is you talked about a bully with a badge. I want to know if there's any conversation around in this segment that you're in charge of around these what not to do videos that explores the idea that the badge is itself a kind of impulse towards bullying, right? If you have this authority, this state authority and you have the uniform and you have the badge and you have a low degree of accountability as evidenced in this video where the guy is sort of allowed to retire and get full benefits. It goes back to the social science research, there's a danger that the impulse will be towards bullying because it doesn't have a consequence. Do you talk about that explicitly?

- APD's Response – We do talk about the badge. We do talk about the, if you will, the burden of the badge. We specifically in this block we describe it as a symbol of the public's trust in us and how that badge, while it may weigh heavy, comes a certain amount of responsibility. You are expected and understood to know that you will be held accountable for abuse of that badge for not holding that badge to high esteem. Everything that we cover in this course is meant to enforce in that student that you are part of this community. To reach a resolution, to reach a beneficial solution for every party involved here, you've got to be part of that solution. You can't just go around enforcing your will, you can't go around shoving your badge in people's faces and think it will solve every problem you encounter because it will not.

Community Panel – I'm hearing everything that you're saying, BJ, and I appreciate everything that you're saying. But it sounded like the officer wasn't actually held accountable. That's the message, right? If we're showing this video, and he got to retire, you know, like there's a lot of that.

- APD's Response – I understand.

Community Panel – I think in showing the video he was disciplined, right? He did have a disciplinary action but what does that mean? I think this is a good if we're committed to having that type of conversation, right, about like what type of officer do you want to be and how all of these social identity dynamics, just what type of day you are having that day even can play into somebody losing their life or not. Or even changing somebody's experience for the rest of their lives with law enforcement. I think it's a real important, although nuanced

piece, I heard Phil say that he actually wasn't disciplined in the way that it seemed like he should have been I think it also means calling out the dynamics of state police authority.

Community Panel – You were just saying, the state-sanctioned ability to take someone's life, you know, that needs to be not just sort of presented as a weight on them, but that needs to be presented and clearly sort of articulated as the consequences of them for that and for their community even in terms of, as some of the panelists have been communicating over and over again, the danger to their own humanity, the way in which that power separates you off from the people you're interacting with. Because they (the public that the officers interact with) don't have that power. They may try to take your life but there's no way in which they try to take an officer's life that that's sanctioned, whereas you can do that as a police officer.

Community Panel – There is classism in the video. Excessive use of force. Abuse of authority. No consequences or very little consequences. Another example of a “what not to do” video.

Community Panel – I think for me the only way that I would want to keep the video is if that additional back story was provided that there wasn't any accountability. Still got to retire and enjoy the benefits of that.

Video #12 Tactical Communications – DPS Trooper Indicted in Bus Incident	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The officer was disciplined, but what does that mean? The officer was not disciplined. What type officer do you want to be? Call out the larger cultural narratives around people of color. Talk about the states sanctioned authority to take someone's life, the danger of their own humanity. That power separates you off, it creates this us vs. them. Changing someone's experience with law enforcement
2) What, if any biases did you see represented in the video?	Classism in this video.
3) Are there any patterns in the videos you see?	Another video on what not to do. Excessive use of force, with little to no consequences.
4) What would you edit in the video?	Edit out the journalistic commentary.
5) What type of video should be selected or edited to provide a more equitable lens?	None
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, keep this video if the journalistic commentary is removed and the narrative around holding officers is included.

Community Panel Recommendations

Video #12 Tactical Communications – DPS Trooper Indicted in Bus Incident

Recommendation:

- 1. It is recommended to keep this video if the journalistic commentary is removed, and narrative about holding officers accountable is included.***

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735

Date 10/15/2020

Mark Spangler

 1-6-2021

Explanation:

 APD will keep this video with the journalistic commentary removed.

Video #13 Tactical Communications – The Good, the Bad and the Ugly Shoot

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This video was given by Verbal Judo Institute as kind of a comedic video. It's from the Good, Bad and Ugly, a spaghetti western, so a bit dated. It shows an individual basically finding one of the characters from the movie in a compromising position. While he monologues the bad guy or good guy, the other guy in the movie returns fire and shoots him before he can shoot him. At the end he says when it's time to shoot, shoot, don't talk. It's another one of those videos that's used in conjunction with that SAFER concept where time to take action instead of using your words.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I don't have any questions. I just think this is useless. I don't know how comedic it is. I worry about there's enough cowboy mythology in policing already cowboy mythology is already a mythology of cowboy-ing. None of this was ever real. I think it gives the completely wrong message to sort of frame policing in terms of a spaghetti western shootout when it says when you have to shoot, shoot don't talk.

Community Panel – I think for me the main thing when it says when you have to shoot, shoot don't talk. I think that message is problematic just because if you are pulling out a gun, should be trying to deescalate the situation. I know there are situations where you just have to shoot, but it's just not the right message. It can get mixed in the sauce.

Community Panel – My answer is very short. I think it's a no. It's a no. It's very much so a no. The reason it's a no for me is we've been talking about and in terms of the training and the different layers to it and I think it waters down everything that we've been trying to accomplish It's like the other -- the Andy Griffith show, like I didn't get the references to that either, and so with this one I thought it just detracted too much for it to be included into this conversation.

Community Panel – I just think it glorifies guns and gun violence on top of everything else.

Community Panel – The only thing I had was a comment for myself for this video is why is this in this training?

Community Panel – I do want to say some of these kinds of kitschy videos, the pattern to me is they are made for a particular audience. If I were to bring this kind of like a comedic little video from a community that I represent, people wouldn't get that. For me it does show like the audience even within, you know, that people are trying to recruit who will get this, it's built for a particular audience and it's not me, it's not me.

Community Panel – I just don't think we want to joke about the question of when it's time to shoot. I think in the world we are living in right now, police judgment about when it's time to shoot is an issue. I just don't think we want to make light of that.

Video #13 Tactical Communications – The Good, the Bad and the Ugly Shoot	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	
2) What, if any biases did you see represented in the video?	
3) Are there any patterns in the videos you see?	They are made for a particular audience and it is not for black, queer men, from Oak Cliff. It would be white male that would get this. You would have to be in on the joke to get it. Would the cadets get it?
4) What would you edit in the video?	We do not want to joke about when it is time to shoot. We do not want to make light of that.
5) What type of video should be selected or edited to provide a more equitable lens?	
6) Is this video content acceptable to retain in the training academy curriculum?	No, it is recommended to eliminate this video as there should be not comedic content on a serious subject on when to shoot. It also tends to glorify guns and violence and the language is problematic

Community Panel Recommendations

Video #13 Tactical Communications – The Good, the Bad and the Ugly Shoot

Recommendations

1. It is recommended to eliminate this video as it makes light of when to shoot and should be a more serious conversation

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 10/15/2020

Mark Spangler

1-6-2021

Explanation:

APD agrees to eliminate this video.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Patterns
7	Example of “what not to do” video that may reinforce the wrong behavior
8	Promotes an “us versus them” (police versus community) mentality
9	Over representation of people of color Unclear commands (“stop resisting”)
10	Warrior mindset Quick escalation
11	Example of “what not to do” video that may reinforce the wrong behavior
12	Example of “what not to do” video that may reinforce the wrong behavior Journalistic commentary
13	Made for a particular audience or demographic



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



**Community Video Review Panel
Summary Report
Training Academy Videos – Tactical Communications
Videos 14, 15, 16, 17, 18, 19, 20, and 21
October 12, 2020**

Purpose

The purpose of this document is to provide a summary of the Community Video Review given – Training Academy Video Review Session – Tactical Communications Videos 14, 15, 16, 17, 18, 19, 20, and 21.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, October 12, 2020, 5:30 p.m. to 8:30 p.m.

Officer Benjamin Bloodworth (APD) continued to provide context of the videos and answer any questions posed by the Panel. 22 Tactical Communications remain to be reviewed by the Panel.

Key Recommendations

- Keep videos 14, 18 and 21 (if edited and additional context provided)
- Eliminate videos 16, and 17- unanimous Panel recommendation- (rationale is included in the video review section)
- Eliminate videos 15, 19, and 20 – majority Panel recommendation - (rationale is included in the video review section)

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check in with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
14	Graham Mayer	9:03	None
15	Inmates Save Deputy's Life	1:36	None
16	Jail Sallyport Scenes	6:59	None
17	Kehoe Brother Shootout Short	2:51	Shots Fired
18	Kehoe Brothers Long	7:48	Shots Fired
19	LA Options Showtime	3:42	None
20	LEAPS	5:03	None
21	Maine State Trooper	5:31	None

- Adjourn meeting

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Benjamin Bloodworth	City - APD	Yes
Anni-Michelle Evans	Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	No
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel has previously reviewed the video
3. Panel discussion.
4. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
5. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #14 Tactical Communications – Graham Mayer

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This video is another video that's produced by California Post that was put into the course by the tactical communication verbiage units. It's a video that talks about the vital importance in law enforcement of communication skills and how an officer's main job throughout most all of their interactions is going to be communication and talking to people and how it's so important for these students to take that skill and take it seriously and really implement that communication is the first line of our job. There's a lot of different skills we talk about, but the main one throughout both of these days is communication. This is a good one again from California Post on how that communication can really help facilitate the communication flow.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – There was this emphasis on the reduction of liability that I've seen in quite a few videos. I don't think we've mentioned it yet, maybe we have, but there's a kind of argument that is being posited that you want to interact with the public in this way because it will save us money basically, we won't get sued as much.

Community Panel – Along that same line it was I think one of the lines in there, the main trainer that's been at this for a very long time said that you have to be more than a mere mortal. That's also a pattern we've seen that the cops have to be super human or something like that.

Community Panel – It also seems a little bit dated, that police officers or somebody can make another video that's more emotionally talking about communication. Somebody should be able to make a video that uses this language in a more genuine way. These videos provide examples of "proper" communication that seem stilted and false.

Community Panel – For this video in particular, I appreciated sort of like the general takeaways from what they were saying. The only thing that kind of made me, like, widen my eyes was at the end when I think it was Gordon Graham or the other guy, he said you treat people like a million bucks, but always have a plan to kill them. I think a generous interpretation of that is like, treat people well and always be like thinking tactically but I would rather them say that because always have a plan to kill them is like that's so extreme and so, I don't know, it made my eyes widen and I was kind of disturbed by it. So that's my issue with this video that I wanted to flag.

Community Panel – Cool with keeping it as long as the last part is edited and it would be cool to have a more -- if this video is kept to have another video about the community and the community's lens on it and communication.

Video #14 Tactical Communications – Graham Mayer	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	Emphasis on an argument that you want to interact with the public in this way because it will save us money. Police officers are told that they need to be heroic and superhuman.
4) What would you edit in the video?	There needs to be better videos with more believable performances of communications. Cut the end of the video when Gordon Graham said "treat people like a million bucks, but always have a plan to kill them" seemed extreme. Having it at the end of the video.
5) What type of video should be selected or edited to provide a more equitable lens?	A video emphasized not the reduction of liability but the safeguarding of everyone's humanity. How do we want to do a job from the frame of the community perspective?
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, it is recommended to keep the video if the edits are made. Another video should be selected with the communities' lens.

Community Panel Recommendations

Video #14 Tactical Communications – Graham Mayer

Recommendation:

1. The Panel recommends to keep the video if the edits are made. They also recommend cutting the end of the video when Gordon Graham said “treat people like a million bucks, but always have a plan to kill them” seemed extreme. The video seems to be dated; the panel recommends selecting a better video that is talking about communication. The panel also recommends selecting another video that looks through the communities’ lens.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 10/27/2020

Mark Spangler

1-6-2021

Explanation:

The video will be edited as requested.

Video #15 Tactical Communications – Inmates Save Deputy’s Life

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This video is much like last week, the last couple of weeks that you've had me here and we've talked about how in this class we really try to emphasize that bank of public trust that we talk about and building that relationship with community and garnering trust by dignity and respect shown on a daily basis to everybody we interact with. On this video, it kind of it puts that into perspective on it may not be your interactions, it may not be how you treat somebody that reaps that benefit or has a positive interaction with the public, but it may be another officer or somebody else that interacts with an individual that really goes to show how trust in law enforcement can really benefit the entire community. The individuals in this video came to the aid of a corrections officer who is being attacked by another individual based on simply on the fact that he had treated them with dignity and respect. He was a nice guy, he treated them like human beings. Regardless of the situation they may find themselves in, he treated them with respect and that respect was returned in kind.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I had a few things to point out on this one. The first one was I get that the point of the video is to show that being a good guy, like this corrections person, I guess was, can be helpful in so many ways. The problem I had with it was the fact that it's like a news reel and they put up the mugshots of the people that helped and then were reading out what their crimes were, which seemed wrong to me, especially when they're asking why did they help?

It felt like they were saying, you know, in not so many words, like because they committed crimes that they had no ability to be decent people outside of that. The other thing I noted was it's another video showing a white male law enforcement official pitted against a Black male, and that's sort of the pattern that we've been seeing.

Community Panel – In terms of the patterns that we've been seeing, this was another video that pit a white male officer against a Black male civilian and the civilian was being violent.

Community Panel – I think it feeds into that us versus them mentality and the good guys and the bad guys. This was just like oh, look, these bad guys did one decent thing. But here's what their worst crimes are. I think it's a valid criticism that, you know, so much of the violent interaction that we've seen across these videos have been Black men with white officers. If you wanted to show this as like here are people helping out because this person was a decent human being, I would want all of the news talk over cut out of the video because I think that just reinforces those exact dynamics as there's good guys and there's bad guys.

Community Panel – The voiceover was such an oversimplification and just denial of the complexities of human beings.

Community Panel – I think this video is a perfect example of why journalistic footage is problematic because of the narrative that it offers and because of the way that those narratives simply buy into and reinforce, you know, those popular unspoken narratives that Kellee has been talking about since we started.

The news can't tell you a rich and complex story you haven't thought about in a two-minute news clip, and so it just borrows from the popular stories that are out there. The popular stories that this one borrows from is precisely the ones that have been pointed out, good guys versus bad guys and us versus them.

Community Panel – They were just decent human beings too. Being a con doesn't prevent you from being a decent human being. They saw somebody getting hurt for no reason and they stepped in.

Community Panel – I don't think there's any amount of editing that would be helpful. I hope that this kind of buy-in isn't necessary to make people make officers, you know, want to treat people with respect and dignity.

Community Panel – I think there could be another video found, but unless this needs to be taught, I don't think it's necessary, the demographics and treating people necessary, yeah, I don't think it's necessary.

Community Panel – I think that finding that basic human decency like just number one, I don't think that we can assume that they intervened because he was nice to them. That is shortchanging their capacity for doing good deeds just for the sake of doing good deeds. I think what others had already suggested, just show some basic human decency for the sake of human decency is the way to go.

Video #15 Tactical Communications – Inmates Save Deputy's Life	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Another video that pits a white male officer against a civilian and the civilian was being violent. It seems like a us vs. them with the good guys and bad guys and then although they were helping out, they still showed the crimes that they committed as if it was a surprise that they are decent human beings.
2) What, if any biases did you see represented in the video?	The assumption that someone who has committed a crime is altogether bad. The black inmates against the white officer.
3) Are there any patterns in the videos you see?	The us vs. them. The voice over does not capture complexity of human beings. Pattern of this being a journalistic video. Over representation of Blacks/Black males
4) What would you edit in the video?	The mugshots and voice overs.
5) What type of video should be selected or edited to provide a more equitable lens?	Find videos where officers are just being decent human beings. If we could be intentional about catching officers in the act of being decent human being. Emphasize through repetition.
6) Is this video content acceptable to retain in the training academy curriculum?	The majority of the Panel recommended eliminating this video.

Community Panel Recommendations

Video #15 Tactical Communications – Inmates Save Deputy’s Life

Recommendation:

1. The majority of the Panelists recommend not using this video. If it is kept, it is recommended to cut out the journalistic narration and edit out the mugshots and voice overs. Find videos where officers are just being decent human beings. Be intentional about catching officers in the act of being decent human being and emphasize through repetition.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 10/27/2020
1-6-2021

Explanation:

APD agrees to eliminate this video. If used, the journalistic narration will be removed
along with mugshots and voice overs.

Video #16 Tactical Communications – Jail Sallyport Scenes

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This video is from the Verbal Judo institute. This video includes the creator of tactical communications, George Thompson. He shows his deputies a little bit of a tactical communications. This was the first time seeing the demonstration and then there was an attempt by his officers to reproduce that type of interaction. There was a comedic attempt in the middle and then in the end they actually made the actual attempt. This video is just to set up to demonstrate the attempted use of it. It's not an actual, it's an individual arrest. It was just staged for the use of demonstrating the tactical communications technique.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Would you ever bring out a big group of people to talk about a person that you've arrested? There are four people in front of the police station.

- APD's Response – So the interaction here is the sallyport so you would have the initial arresting officers and then you would have the custodial officers that will take custody of that individual after he was in the hands of the individual officers. You have the one officer that drives in the sallyport and then the two corrections officers that come out to take custody of that individual and then you have the corrections individual there, the sergeant that talks to them initially. In central booking you would typically have multiple different corrections officers and obviously the arresting officer, but it just happened and for this setup video they had the sergeant there as well.

Community Panel – When we talk about the patterns here, I'll probably mention that there's this repeated let's get you out of here, through the process really quickly. Or let's get you a good report or something that you cooperated with us. My question is, that seems to be the actual language emphasized, being modeled? Is that the language you recommend the officers use? I'm not familiar with people saying that kind of thing and I wonder whether that works more than once, after the first time you convince somebody to cooperate by saying let's get you out of here. Maybe that won't work the next time. My question is, is the language they're modeling the language you would encourage your trainees to use?

- APD's Response – We don't talk about exact wordage. We want them to find something they can tailor to that situation. A video we're going to watch later on, the individual driver talks about financial concerns. In that video, we talk about things like financial concerns, the difference in tone. When he talks about other ticket options, we're really trying to get them to think more what can I provide to this individual to make it beneficial for them to cooperate, to make it easier for them to cooperate, to make them to try to help an individual understand that we're trying to do what's best for that specific individual.

Community Panel – This video frustrates me. It's degrading to females and says that beating your wife is okay as long as you're a tall White man. I don't understand how the language used is okay to train people on.

Community Panel – I would like to echo and ask how is that handled in communication, especially being disrespectful to the nurse who came on, how do you handle that, what

would be the tactical communication advice that you would give to cadets when that scenario comes up?

- APD's Response – When we see instances like that where we've got disrespect or a verbal attack on an individual in law enforcement, typically they're in a separate section of the material, we talk about verbal attacks and how we attempt to redirect those, and how we're not really addressing that specific attack, but we're more trying to redirect that individual back towards the goal at hand, what we're trying to accomplish. Honestly, it doesn't benefit that individual officer in that interaction to specifically address that verbal attack, because most times when you respond to a verbal attack like that, it only gets worse, and that individual only continues down that path with that process and the verbal attack. What we try to get our students to do is to not be offended by that, not take offense, and respond with that conflict generation going back and forth with the individual, but more towards redirecting them and getting them back on task and trying to accomplish the task at hand, as opposed to that verbal bantering back and forth.

Video #16 Tactical Communications – Jail Sallyport Scenes	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Gender inequity because of the way women were portrayed throughout the video.
2) What, if any biases did you see represented in the video?	Gender Bias The part that was comedic was making light of the assumption that the person in the back seat of the police car was a criminal. Us versus them kind of bias.
3) Are there any patterns in the videos you see?	It is a pattern of dated old videos that does not speak to where we are with the lack of trust between the community and law enforcement. It is way out of step with where are right not. It is a pattern amongst the videos. We have videos about communication being given by ineffective communicators.
4) What would you edit in the video?	Happy to see the tactics at work. Is there another video that could get the point across in a new way?
5) What type of video should be selected or edited to provide a more equitable lens?	Can we have more role-playing videos to show what to do vs. what not to do?
6) Is this video content acceptable to retain in the training academy curriculum?	The Panel was a unanimous "No" on this video.

Community Panel Recommendations

Video #16 Tactical Communications – Jail Sallyport Scenes

Recommendation:

1. The Panel recommends this video be eliminated and recommends finding another video to get the point across (that show the tactics at work). It is also recommended that more staged videos are made to show what to do instead of what not to do.

 x The Austin Police Department concurs with the Panel's recommendations.

 The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 10/27/2020
 1-6-2021

Explanation:

 APD agrees to remove this video and look for another video to demonstrate the tactics.

Video #17 Tactical Communications – Kehoe Brother Shootout Short

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – These two videos (17 and 18), the initial shorter news clip, old TV show-type clip in the first video, is added by the institute, it's put in the course by them. The second video was added by us, by APD, and I'll discuss why. In the first and second video we use to show how the communications process and the interactions in that process can be an indicator as to what's going on with an individual. Several times the officer asked questions of the individual. There was a long pause. At one point I think there's almost a minute worth of time after the officer asks the question and the individual doesn't reply.

The individual asks questions when the officer asks him questions. There's a lot of weird things that are peculiar in personal inter-dynamics and that communication process. We use these videos to show how paying attention to those can kind of be indicators as to the mindset and what's going on with an individual. We see that can't really see anything in the beginning of the video because they're on the side of the car, but you can hear what's going on. You can hear the officer and the individual speaking. The longer video we added in there because it shows the full interaction.

It shows the officer trying to ask questions. It shows the individual continuing to say I don't want to be violated like this when the officer is asking him questions about his identity, driver's license and conducting a safety frisk. There's a lot of interactions that are really beneficial for a student to hear, because I can tell a student if you ask somebody what their birthday is, or what they had for breakfast or where they're driving to right now, those should be fairly simple responses to simple questions that you should already know.

When you have unusual pauses, when you have redirections or questions in response to a question, or ums, or uhs, some of that can sometimes be an indication that the individual may not be being truthful. We want them to hear something like that so they understand what it may sound like. We're not having them base any of their responses or actions on that, but we want them to realize if that pattern is displayed and continued in an interaction, there may be something else going on there. Ultimately, there was a shooting at the end of that. I don't care about the shooting. We don't discuss the shooting. We don't discuss the tactics there. We just want them to focus on the communication aspect and how the communication is so broken during that interaction

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Given that the first part is included and the second part you guys looked up yourself, and I appreciate you doing that, is this an example of where the first one is maybe unnecessary? Is this part of the dynamic we were just talking about? Is this another issue of complying with licensing, or whatever there is for the Verbal Judo program, and were it not for that, would you not then keep the first video, is that what you're saying?

- APD's Response – The initial one was added by the course and we feel like for the objective of the communication aspect that's involved in this session, we didn't feel that it went far enough, because that full-length video really highlights that awkward pause,

that communication breakdown where it's almost difficult to watch or listen to, because you can't really see anything. We felt that the longer, full-length video emphasized those learning points we were looking for in the breakdown of the communication flow. We added that video and we show them back-to-back. We show the initial short video and then the full-length just to highlight.

Community Panel – I think about it in terms of comparing it to what we've seen in other instances where a police officer pulls up on a Black man and, you know, guns are drawn out. In these videos, right, there's the sir is used quite a lot. The person is given a lot of time to think through how they want to respond and whether or not they're going to present any sort of identification. It continues to present a positive bias towards White men.

Community Panel – I'm not sure why in the video, but you can tell that they were talking. But you couldn't see the camera at all. The suspect was away from the camera as well as the police officer and I find that problematic. I think they were trying to put him in the car, but there was still dialogue happening. The majority of the interaction happened off-camera, and I don't think that's a good precedent that we want to set.

- APD's Response – If I can bring up one thing about the officers being off-camera, having been involved with a lot of the traffic stop training we do, on an active roadway we don't want to conduct business between cars because it's a serious safety issue if we're between the vehicles. I understand the concern about them being off-camera, but it's a standard option that we don't run that heightened risk when we're on an active roadway.

Community Panel – Can we put a recommendation in there that's don't use videos from the YNC.com because that website is terrifying? If they're pulling from this website that is all over the place wrong on so many different levels, how many other videos are they pulling from this and why are they pulling from this? That's messed up.

Community Panel – I think the pattern that Rocio is pointing out in the beginning is an important one. There seems to be a bias towards White men and the seven minutes that he was given just in terms of interaction and options, and all sorts of grace, whereas most of the videos of Black men that we've watched, they have not been given anything close to that and a lot of them are shot within seconds.

Community Panel – I just went on the website and it was pretty shocking. I think that's really not using the journalistic sources in this way, but also thinking through the source of the materials, because I think even going back to some of the earlier conversations, we had questions about how did some of these early videos -- what happened in the cases, how did they play out. I felt like things were being thrown at people without much context and much understanding of the bigger scenario that was happening. I just think it would be good to have somebody really review all this material before it gets put in the curriculum.

Video #17 Tactical Communications – Kehoe Brother Shootout Short	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Sir is used a lot; it continues to show positive bias toward white men. Most of the interaction happened off camera and that is not a precedent that we want to set.
2) What, if any biases did you see represented in the video?	The source is using journalistic bias, good guy vs bad guy framing.

Video #17 Tactical Communications – Kehoe Brother Shootout Short	
Questions	Community Panel’s Responses
3) Are there any patterns in the videos you see?	Do not use journalistic content. The journalist package to tell the story they want to tell.
4) What would you edit in the video?	Should not be used, no purpose in editing it.
5) What type of video should be selected or edited to provide a more equitable lens?	You must get rid of the water mark tag of its source and narration.
6) Is this video content acceptable to retain in the training academy curriculum?	The Panel was a unanimous “no” on this video.

Community Panel Recommendations

Video #17 Tactical Communications – Kehoe Brother Shootout Short

Recommendation:

1. The Panelist unanimously said NO to this video. The panel recommends not using videos from the YMCA.com, thinking through the source of the materials and reviewing the source before it is put into the curriculum. Do not use journalistic content

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 10/27/2020
1-6-2021

Explanation:

APD agrees to eliminate this video.

Video #18 Tactical Communications – Kehoe Brothers Long

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – Same context as Video 17.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – The officer gave this white-appearing individual about seven minutes of grace and time and discussion in ways that we don't typically see when the person, the officer is interacting with is a person of color, particularly a Black person.

Community Panel – I would say if you're not going to discuss the shootout then don't include the shootout because I think the shootout for me would definitely shape the discussion. I understand that there's of course certain learning objectives that you want to be able to cover, but I think what we've heard over and over again, and I think that's the nature when we separate work out, that the units are kind of treated as silos whereas I feel like that's what I caught, oh, that was a mistake, but I learned from the earlier videos in terms of placement.

Community Panel – If we don't have supplemental videos that show grace given to Black men, it's hard for me to say like whether this is the one that tips the balance or not. I take that bias real seriously.

Community Panel – I think the piece around this group also being white supremacists there's a piece in there that's important to me as far as -- I think that was information that was shared in the first video, right, that they were part of the, what is it, Aryan Brotherhood? I think the missing piece in a lot of these videos is whether or not this sort of context is provided and conversations are sparked around the very differences in treatment that white men receive versus Black men and other people of color.

Community Panel – I think it's a really important point about we need to have like more of a balance in terms of the videos and we need to see Black men receiving the same amount of grace or more than white men. I think that's a bigger meta thread that we need to look at.

Community Panel – I would vote to keep the video. I'd like the non-verbal communication. I appreciated the pauses. I think I see a lack of non-verbal communication being utilized in the other videos. I agree that there is a huge bias and I think that we do want this type of grace shown to everyone, it's just not displayed per Maya's comment and other members. To Gary's point around safety, I think it's also important to call that out about, you know, making sure that there is officer safety but at the same time discussing the importance of transparency. If they have these cameras on themselves, this is probably like a very old video where they don't have cameras on their body so discussing being safe, but also the importance of transparency.

Community Panel – I think Angelica you made such an insightful point and I thought about where that other officer was as well. I feel like the fact that he didn't stay by the passenger side of that truck speaks to potentially how safe he felt and I think that could speak to more issues related to race and how comfortable you are in stops with certain folks and people that look like you versus people who don't because I wonder if that would have been approached differently had it been a person of color.

- APD's Response – Just one thing to consider with that and I do think that's a valid

question as well. A lot of times if we have somebody pulled out of the vehicle, we are going to have both officers directly dealing with that individual because they are the, for lack of a better term, the closest to potential immediate threat. And while we don't want to lose sight and the ability to monitor the passenger, particularly if we are particularly worried about the responses and information we're getting from the driver, we're going to have to just as a function of risk management treat them as the higher risk by and large if the passenger hasn't given us anything to deal with

Community Panel – What indicates a call for an officer to call for backup, for other police cars to come? If there's one police car there's two officers? At what point is a police officer calling for backup from other officers?

- APD's Response – That's going to depend. Here at APD we do ride single so you will only have one officer on the car. We do dispatch another officer on traffic stops so there are two there. On something like this where the driver is giving really evasive answers, just everything BJ hit with all the verbal clues and non-verbal's and things along those lines indicating deception, they're not able to provide those answers in that reasonable time frame, all of that may be the indicator to leads the officer to say I've got this individual, me and my other officer dealing with them directly and I want another officer to keep an eye on the passenger. Some of that is dependent on who the passenger is. If we have a toddler in the passenger seat, we probably don't have any officer safety concerns about that individual, the toddler, but we may want another officer on scene to make sure the kid doesn't hop out of the car and run into traffic potentially. It really is just going to be where those individual officers on scene feel the risk level has now shifted to the point where a third officer would be the appropriate response to be able to manage the risk that's there.

Video #18 Tactical Communications – Kehoe Brothers Long	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The officer gave the white gentlemen about 7 minutes of grace and conversation, and we do not see this happen with black men.
2) What, if any biases did you see represented in the video?	The officer gave the white gentlemen about 7 minutes of grace and conversation, and we do not see this happen with black men.
3) Are there any patterns in the videos you see?	The officer gave the white gentlemen about 7 minutes of grace and conversation, and we do not see this happen with black men.
4) What would you edit in the video?	The officer gave the white gentlemen about 7 minutes of grace and conversation, and we do not see this happen with black men. The datedness of the video.
5) What type of video should be selected or edited to provide a more equitable lens?	If you are not going to discuss the shoot out, then do not show the shootout. We should help folks synthesize information so that they can glean lessons learned, so that they can connect the dots.
6) Is this video content acceptable to retain in the training academy curriculum?	The majority of the Panel recommends keeping this video with suggested edits

Community Panel Recommendations

Video #18 Tactical Communications – Kehoe Brothers Long

Recommendation:

1. The majority of the Panel recommends keeping this video with edits. Edit out the shootout. We should help folks synthesize information so that they can glean lessons learned, so that they can connect the dots. Context should be provided. There should be conversation about the contrast of how white men are treated vs. people of color. There needs to be a balance in the videos and black men receiving the same amount of grace. Discuss being safe and the importance of transparency. Keep the end of the video as well

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 10/27/2020

Mark Spangler

1-6-2021

Explanation:

APD agrees this video may be used with the edits recommended and added commentary.

Video #19 Tactical Communications – LA Options Showtime

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This is again the same as I mentioned a couple of weeks ago, the same video is used in different contexts and different aspects, but the video is basically designed to emphasize that five-step why we use the five-step, when we would use the five step and then how we can articulate that. Emphasizing that benefit of using that five-step hard style to try one last attempt to try to avoid using force, try to use the verbal skills and emphasize that verbal skills are the first option and if they fail then obviously, we have to resort to something besides verbal skills. This video shows how like we talked about last week with the pizza shop video and the courtroom setting and how that whole interaction played out and followed up with the court testimony. This video is used for emphasizing that five step process again.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – There was quite a bit of stereotyping going on in this video. This video I've pretty sure this video is put out by the same people that put out one of the first videos we watched, which was also we called out for this very thing. In that first video they actually changed the ethnicity in the class of some of the people that were doing the reenacting in order to sort of magnify the stereotypes. I wouldn't be surprised. I don't know if these were actual cases or reenactments of hypotheticals, but that same kind of stereotyping was at work in this video.

Community Panel – There was a specific part that I didn't like, which was referencing the word "Stupidity." I don't think there should be any videos that we show calling people stupid because it's kind of immature and not what we should be training on, including all the phrases before that word stupid because that was the last one

Community Panel – I think when I was watching the video it made me realize that I do think it's important for officers, especially because we're in Austin, to have videos on training for dealing with people under the influence.

Community Panel – In addition to being like dated and hokey. The title was Showtime and the first thing they say when they get out the door is to say show time. And then they show them in a courtroom and it's like gotcha, I went through the steps. What it loses is that authenticity and basic decency of this person of what we're wanting to do as opposed to act decent as opposed to be decent.

Community Panel – It doesn't seem to really address the reality of where, like, community and police relationships are and how police show up on the scene and so it just doesn't feel like you're training for a very different time. It doesn't feel particularly useful.

- APD's Response – One edit I would say if we're trying to make the video relevant to the modern time period, the video opens with a female on male domestic violence when they arrive there and the officers don't do anything. I don't know what California penal code particularly back then woven tailed as far as them taking action, but here in Texas

in this day and age that would not be something that we could just walk away from. That is something we would want to edit out if we're trying to maintain relevancy in the modern era why about they made that decision not to intervene.

Community Panel – I think this goes under pattern so maybe I'm jumping the gun a little bit. But this is transactional as well. The courtroom scene seemed to be that very much sort of gotcha, see, I got over on you, defense attorney, right, because I followed the steps and that reduced my liability and now, I get to win in court, rather than presenting this as just sort of desirable inherently desirable for its own sake.

Community Panel – I think it's really important what BJ was mentioning last week or the week before that about the five steps. I liked that this video had it, I just don't like the video itself. I'm not sure how we would do that, but I know we're talking about editing the video and potentially creating some new ones. I'd like to potentially explore, if BJ and the APD team are looking into creating some new videos, were they using these five tactical communication practices or even an example of the eight, per se.

Video #19 Tactical Communications – LA Options Showtime	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	There is quite a bit of stereotyping in this video. Referencing the word stupidity. It should not be in any of the videos. It seems like the basis of calling the people stupid was because they were not displaying respectful behavior towards police. There is a bias there. For the woman to be referred to as stupid was problematic.
2) What, if any biases did you see represented in the video?	Gender bias, class bias. The person who he arrested a male of color.
3) Are there any patterns in the videos you see?	Dated. Us versus Them and the language used
4) What would you edit in the video?	One edit I would say if we're trying to make the video relevant to the modern time period, the video opens with a female on male domestic violence when they arrive there and the officers don't do anything
5) What type of video should be selected or edited to provide a more equitable lens?	Them saying showtime when they got out of the car alluded to acting vs. being authentic in the work. Every action or adventure is kind of a spectacle which further dehumanizes the interactions. It is like they see themselves as TV cops. Explore creating new videos using the 5 tactical communication practices. The first cut is better than the second cut.
6) Is this video content acceptable to retain in the training academy curriculum?	The majority of the Panel recommends eliminating this video

Community Panel Recommendations

Video #19 Tactical Communications – LA Options Showtime

Recommendation:

1. The majority of the Panel recommends this video be eliminated. Explore creating new videos using the 5 tactical communication practices is a recommendation of the Panel. The panel would prefer APD use a video made in house.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Mark Spangler

Date 10/27/2020

1-6-2021

Explanation:

APD agrees to eliminate this video.

Video #20 Tactical Communications – LEAPS

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This video is designed to explain in greater detail and give a visual example of the LEAPS process. LEAPS means “listen”, “empathize”, “ask”, “paraphrase” and “summarize”. It's a toolbox to kind of help them understand ways to help facilitate that communication process. Sometimes communication, interpersonal communication does not come natural to folks. A lot of times it takes practice. We want them to kind of use this as a starting point and understanding how to interact and how to build rapport and start that message flowing back and forth from individuals and how we can use that communication process to build rapport, gain public trust and to generate the type of public trust that we're trying to get from the community.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – How do we generally see LEAPS being used in everyday policing?

- APD's Response – The LEAPS process is how we should be having all of our interactions. Like I mentioned several times in these video reviews that all of our interactions start with verbal communications and the LEAPS process just really emphasizing and digs deep into that whole process. Starting with the listening and empathizing, understanding how people are feeling or how their emotions can play into interactions, asking questions and really trying to elicit communication flow back and forth. And then the paraphrasing allows our students to provide that information back to the individual. Making sure we understand their message and making sure that we received their information, the message in the correct way that they intended it to be received.

Community Panel – How do you handle the narrative? Is in the first video, it could have been in the discussion, but you have the video where they're talking about officers having not to show emotions and then you have LEAPS which talks about? I feel like there's this contradicting discussion within the curriculum we're saying please show your emotion, empathize with people and then you have this other type of narrative which says you have to be kind of hard. You have to be stiff when communicating with people and not showing emotion. I'm seeing a contradiction here. How do you teach that in the communications model?

- APD's Response – When we're talking about empathizing, I'm not talking about sympathizing or feeling the same thing that somebody else is feeling or feeling their emotions, I'm talking about understanding their emotions. I don't necessarily need to be emotional, I don't need to show emotions honestly, but if I can if somebody is afraid, if somebody is scared, if somebody is angry, if somebody is having these emotional responses, I need to be able to understand that. Often times when people are feeling emotional, they're feeling already victimized and they show up and a police officer doesn't show them dignity and respect and doesn't respect their emotional condition, that's when they start that marginalization feeling. When a law enforcement officer minimizes or down plays or flat out ignores your emotional feelings it doesn't help the

situation at all. We want our students to really understand that this empathizing is a true way to build a relationship there.

Community Panel – I guess how is that or is that integrated into how people are looking at LEAPS, how people are looking for holes in truthfulness? Because we've seen this a couple of times too where they're looking for gaps or spaces before people, like we saw that with I think you had mentioned that with the shootout video where there were long pauses before somebody answers. If somebody's been through a traumatic incident or if someone's triggered in some way or suffering from a PTSD incident, then that's exactly how they would respond, right? I guess that's my question, how is that integrated into or is it integrated into their early training or is that something that they then have to learn after going out into the field?

- APD's Response – I'm familiar with what you're speaking to with the paraphrasing. Where he mentions the paraphrasing and catching somebody with conflicting information it's not always necessarily trying to catch somebody or I gotcha or catching somebody in a lie. Often times that is exactly recognized that your exact memory and exact recollection of an incident can be very foggy especially if you're victimized, especially a traumatic experience, it's difficult to have that recognition of exactly how things unfolded. Recalling that information can be troublesome at times. Paraphrasing in this instance is used to help that individual, is to help confirm again, as I mentioned in my first explanation, that paraphrasing and that LEAPS process is to help us get the most accurate information that we can and to help that individual.

Community Panel – It was at the end when he was talking about the value of LEAPS. and it did come across as a CYA like that way. It was speaking to the reputation of the officer or what would happen to the officer. That's where he brought up conflicting information. I don't take issue with that. The issue is how it got brought up later. It definitely came across to me as though contradictory information was assumed to be untruths.

- APD's Response – I can see how that could easily be interpreted as blanket statement that any contradictory information is falsehood or a lie. Obviously if we have contradictory information one of those is, or both potentially is not accurate. The objective of the video I would hope would be that if you have that contradictory information, attempt to get more accurate information. However, it is not taught that if you do, by us specifically speaking APD here, when this video is used, we do not use that section as saying if you have any contradictory information that person is lying to you. Just not how it's taught. We just want them to understand that if you find yourself in a situation where you may have contradictory information from an individual you may want to continue to try to sort that out a little bit so you can both have a better understanding of that message that they're trying to get across.

Community Panel – I almost wish that LEAPS was shown with a more serious scenario and I wish LEAPS was shown with like all the people that we see not represented in this way. The fact that I shouldn't with an angry white man in the police station, I was like this is where they come, this is how they interact? For me it feels like it's repeating a script and I think this would have been a good opportunity to flip that script and show what to do with a community of someone who is Black or Brown.

Video #20 Tactical Communications – LEAPS	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Exceptional patience for a white man and it is a well to do community member that chose to go to the police station to report what has happening. Considering the other videos that we saw with black people this is an inequity.
2) What, if any biases did you see represented in the video?	Conflicting lessons as it relates to how officers show emotions
3) Are there any patterns in the videos you see?	Conflicting lessons in regards to, you know, needing to be more professional as an officer and then empathizing with people
4) What would you edit in the video?	Nothing
5) What type of video should be selected or edited to provide a more equitable lens?	Wish that LEAPS was shown with a more serious scenario with demographics that are not shown in this type of scenario. It felt like a script, would like to flip that script, and show this with a person that is black or brown. This is a missed opportunity to choose characters that with disrupt this kind of narrative.
6) Is this video content acceptable to retain in the training academy curriculum?	The majority of the Panel recommended this video be eliminated.

Community Panel Recommendations

Video #20 Tactical Communications – LEAPS

Recommendation:

1. The majority of the Panelist recommends to eliminated this video. They also recommend that LEAPS show a more serious scenario with demographics that are not shown in this type of scenario. It felt like a script, would like to flip that script, and show this with a person that is black or brown. Choose characters that disrupt the narrative.

 x The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 10/27/2020

Mark Spangler

 1-6-2021

Explanation:

 APD agrees to eliminate this video.

Video #21 Tactical Communications – Maine State Trooper

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This video is used to demonstrate how words may be fine, actions may be fine, but body language and tone completely undermine everything you're trying to do. This video was a Maine state trooper. He had been reprimanded multiple times for inappropriate behavior just being rude and indifferent to drivers on traffic stops. He made the initial approach, found this guy to be agitated and irritated so he went back, turned on his camera, made the second approach to give the ticket and just kept working the guy up until he was just furious and fuming.

The video shows the deputy saying the right things, but you could tell by his tone, by his body language, by a lot of his interactions in the way he talks to the guy that he's still being a jerk. We really point out that this is one of those what not to do videos.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Generally, how do you train the cadets whenever they're facing these types of situations or maybe there's a policy that they have to enforce that they potentially don't agree with? I know there's some conflict there. Nobody likes to be treated like that, but there's also this policing factor. How do you teach the cadets to kind of deal with that?

- APD's Response – There are a lot of things that are wrong in this video and a lot of the main things are this trooper intentionally incited this man to irritation and to almost to the point of violence. We don't really address with the students on enforcing policies that they don't agree with because unfortunately we don't have a whole lot of choice in that matter. There are areas where there is discretion. Like this trooper mentioned the video with the discretion on giving a citation for certain violations. Obviously APD does not have an option on insurance ticket like that, but this trooper makes that decision on giving him discretion with that. That changed that interaction. We really try to point that out that hospital most of the interaction that guy is yelling, screaming, mad, but as soon as the trooper says he's giving him a warning for the insurance violation the individual immediately lowered his tone and calmed down. There are a lot of learning points in this video, but we don't specifically address with students in this presentation on how to address enforcement of laws and policies they don't agree with.

Community Panel – I don't know if it's just me, but watching this video I did feel the officer's tone a bit condescending so I'm not sure if I am just looking into that, but I would like to note that for biases.

- APD's Response – No, you are absolutely right, this is one of the main reasons we use this video. It's great example of none of the words that the officer used was inappropriate but his tone and his body language and how he interacted with this guy was wrong on so many different levels. We're going to use that video to kind of highlight that because it is disturbing to watch and how talking to somebody like that can really upset the situation.

Community Panel – I have to be frank, I thought this was going to be a what to do video that you were going to say. See this officer he didn't say any of the wrong things and he didn't

physically escalate the situation. Hearing that you are using this as a what not to do video, is very helpful. While I get what Maya was saying about no more of these, I guess what I would want to say is get rid of all those before I can see some reason for using this one precisely because you're using it to show that you can say the right things and can you sort of behave neutrally and still escalate a situation. This seems like a sort of worthwhile what not to do to me.

Community Panel – I think actually it's so funny, just for transparency's sake I totally missed this entirely. I don't know if it was because it was the last video I was watching. But I actually thought it was a what to do video and I thought wow, the officer has tons of patience. It totally went over my head, but I very much respect everyone else's perspective on this. But in terms of on a bias, just the fact that this, I think it was pretty clear as a white man was just able to go off and on and on and on and not escalate, like and the officer just listened to him was pretty, seemed like giving him tons and tons and tons of grace, which we would not have seen in any of the other videos when it comes to people of color. That was the part that really struck me. I think I really missed the body language and tone.

Community Panel – I think my main takeaway is no more what not to do videos. I think we've said a lot of what needs to be said. Just need more what to-do videos.

Community Panel – The worst part of the video, the part where the officer is clearly being most petty is when he threatens to cite him for littering. And that's actually I think an example of the kind of power differential, power inequity that I've been talking about repeatedly, right? The police officer is invested with state authority to sanction our behavior, right? And can exercise that authority with a significant degree of discretion and often does as a kind of retribution for I don't know what you guys call it now. When I was a cop, we called it an attitude adjustment. I think we see that in this video as well, that kind of power inequity.

Video #21 Tactical Communications – Maine State Trooper	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The whole beginning of the video is put yourself in my shoes. Who we are being asked to build empathy for is an inequity?
2) What, if any biases did you see represented in the video?	The officer's tone was condescending. It was a white man that was able to go on and on and receiving tons of grace that we have not seen with people of color.
3) Are there any patterns in the videos you see?	Need more what to do videos not what not to do. There is a pattern of power inequity.
4) What would you edit in the video?	Edit out the beginning and use the interaction itself.
5) What type of video should be selected or edited to provide a more equitable lens?	Examples of "what to do" videos
6) Is this video content acceptable to retain in the training academy curriculum?	The majority of the Panel recommends keeping this video

Community Panel Recommendations

Video #21 Tactical Communications – Maine State Trooper

Recommendation:

- 1. The majority of the Panelists recommended keeping this video if the beginning of the video is edited out and the actual interaction is used.***

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735

Date 10/27/2020

Mark Spangler

1-6-2021

Explanation:

APD agrees to edit this video are requested to remove the beginning segment.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Patterns
14	Emphasis on an argument that you want to interact with the public in this way because it will save us money. Police officers are told that they need to be heroic
15	The us versus them. The voice over does not capture complexity of human beings. Pattern of this being a journalistic video. Over representation of Blacks/Black males
16	Ineffective communications Dated content, old videos
17	Journalistic videos
18	Grace being given to whites which has not been given to people of color
19	Us versus them mentality Dated content, old videos
20	Conflicting lessons in regards to, you know, needing to be more professional as an officer and then empathizing with people
21	Power inequity More examples of “what not to do” videos



Life Anew
 P.O. Box 1668
 Austin, Texas 78761
 kim@elifeanew



**Community Video Review Panel
Summary Report
Training Academy Videos – Tactical Communications
Videos 22, 23, 24, 25, 26, 27, 28, and 29
October 19, 2020**

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review Session – Tactical Communications Videos 22, 23, 24, 25, 26, 27, 28, and 29.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, October 19, 2020, 5:30 p.m. to 8:50 p.m.

Officer Benjamin Bloodworth (APD) continued to provide context of the videos and answer any questions posed by the Panel.

Key Recommendations and Patterns

- Video Disposition
 - Eliminate videos 23, 24, 26, 28 (move 28 to Crisis Intervention), and 29 (unanimous recommendation)
 - Keep video 22 and 25 (split Panel recommendation)
 - Keep videos 27 (unanimous recommendation)
- Patterns
 - There are numerous patterns based on the video reviews. These patterns are listed in a table in Section V, on page 28 of this report.

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
22	McKinney, Texas	7:34	None
23	Mushin	3:32	None
24	New York Cop	1:49	None
25	Oceanside Open Carry	2:59	None
26	Ofc McNevin	6:35	Subject Tased
27	Ofc Stearns	1:58	None
28	Police vs Vietnam Veteran	3:27	Shots Fired
29	Prisoner Search	1:25	Subject Suicide

- Adjourn

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	No
Benjamin Bloodworth	City - APD	Yes
Anni-Michele Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	No
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel has previously reviewed the video
3. Panel discussion.
4. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
5. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #22 Tactical Communications – McKinney, Texas

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – The McKinney video is an officer this video is used in conjunction with where we talk about, I mentioned a couple of times with a professional face versus a personal face response. We show this video to show how a personal face or an emotional investment or a personal offense response can really kind of take things south bad. This officer ended up resigning after this incident, ended up being sued civilly a couple of times after this incident. It went bad for everybody that was involved. It all started with a bunch of kids that got into a neighborhood swimming pool. It wasn't a serious call, no property damage, no personal offense, no assault. Not even a serious call and he just goes out there and loses his mind, for lack of a better term. We really want the cadets, I know it's a longer video, but we really want the students to see that this type of response is inappropriate. It looks bad and it really hurts the public trust, especially when you've got kids out there that are very impressionable seeing an officer behave in this manner.

Community Panel Discussion – There were questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Just clarifying too, so like are all the videos that we're going to be talking about tonight part of that Verbal Judo program like the proprietary stuff we were talking about last time?

- APD's Response – There is one video tonight that APD added, that we added because we felt it was relevant to another video, but the rest of the videos are all provided just in a flash drive from the Verbal Judo Institute. I don't have any information on their sources.

Community Panel – In part of the video the officer talks about being a part of mob, he points to a kid and he's like, now you're a part of the mob? Is that fake or is that part of the phone call that came in?

- APD's Response – I don't know what was going on in this officer's mind. I don't understand half the things he did or half the things he said. He escalated that situation way past where it needed to be. We even discuss this when we cover this with cadets. That type of call when you've got that many kids out there that aren't assaulting people, that aren't causing my property damage, they just wanted to go to a swimming pool and now they're leaving, we kind of impression upon these students that this is not something that you really need a whole lot of law enforcement interaction to solve. I'm not sure where his terminology for part of a mob came from but there's no legal authority there, there's no legal precedence to say that you really are at a swimming pool and now you are part of a mob.

Community Panel – I see this officer's actions as a kind of logical extension of this broader sort of training and perspective in which an officer comes on a scene and needs to control everything that's going on. The larger dynamic of attempting to control everything in the same way and not recognizing that not every situation needs to be controlled in the same way.

- APD's Response – I completely understand that point of view. The whole point of this video is that he didn't need to control anybody. There is a criminal trespass called for service, which means somebody is on a property where they shouldn't be. The owner calls to have them removed. The police show up, they're leaving. I don't have a call there anymore. If all those people are leaving, I don't have any reason to stop any of them. I don't have any reason to talk to any of them. He got emotionally personally invested and took it personal that they were talking back like you lead, Phil, that they were not listening to him. We even have scenarios just like this for our cadets where they have a criminal trespass call and when they show up that individual is leaving. Guess what? They don't have a criminal trespass call anymore because they are leaving. We want them to understand that there is a need to control a situation and a large body of individuals and to say hey, have a good day. You're not causing a problem for me or the owner anymore.

Community Panel – It's not the problem of this individual officer's sort of lack of judgment. It's a broader situation because all of the officers, he's the most egregious actor in the situation, but all of the officers involved apparently fail to recognize that there was no need to control here and they spent some time trying to control the situation that didn't need controlling.

- APD's Response – I hear that and I will point out that he was the supervisor on scene. He was the supervisor, he's the one giving orders. That's the main reason why there's a problem with all of them because he's the one throughout telling people what to do. As a supervisor he set the tone for that interaction and unfortunately it was a bad tone.

Community Panel – I was disappointed that the other officers are kind of complicit in this situation by kind of going along with it and it ruins the whole fallacy of like just one bad apple. Well, if one apple is rotten and the rest are rotting, then it just ruins the bunch

because no one is speaking up or at least no one is saying chill out on the side. I was like where is this in the lesson plan about this subject? But learning this person is a supervising officer on site, what information do you give to someone when your officer is the one that's kind of fucking up in this situation? It was just a wild situation and I don't think you are using this video to its complete capabilities by just limiting it to oh, yeah, this one officer was bad. There were multiple officers on the scene and the most egregious thing I saw is when he pulled the gun on them, the other officers started chasing people like okay, yeah, this is what we got called out here to do when it was all bad. It was all horrible and there was not a person who was in a position of power that stopped it.

Community Panel – I think we can't let go of the fact that officers rolled up and saw a group of young kids of color as a mob and that was how they interpreted the situation. Unless we're going to include that perception into the discussion because I literally forgot how bad the McKinney video was. I remember seeing it awhile back and my child was in the vicinity and I can tell you they ended up in tears because I forgot to put the headphones on and they were in tears over this and so distraught. I would hope if a 10-year-old understands that there was nothing happening that warranted this kind of reaction that grown adults in a training program would understand that, then I believe that going into what Joe said that there needs to be a much deeper conversation if we're going to address like some of the real root causes of the tensions between community and police and this video.

Community Panel – I think this is one of the most disturbing videos, just the abuse of power, the trauma just thinking about the trauma on those young people, the trauma on that young woman, it was just so horrific for me. I think it's horrible and we shouldn't show it, but I actually think we should show it only if you really unpack it and analyze it and get people to understand why police are so deeply distrusted. They were trying to reason with the cops, they were trying to have a conversation and they were just repeatedly rebuffed. They were not treated as human beings and then you saw the white kids across the street not even being touched.

Community Panel – There were multiple officers on the scene and the most egregious thing I saw is when he pulled the gun on them, the other officers started chasing people like okay, yeah, this is what we got called out here to do when it was all bad. It was all horrible and there was not a person who was in a position of power that stopped it. Not even the adults really.

- APD's Response – That's an excellent point, thank you.

Community Panel – There's a fundamental underlying dynamic here that I think builds and escalates until you get to point where you are in a situation and try to exert a kind of control that as you're articulately arguing, BJ, is not simply if necessary. Once you're trying to exert it and you're not getting cooperation, it seems very difficult, if not impossible, to back down from that effort to control. Instead, it almost always escalates.

Video #22 Tactical Communications – McKinney, Texas	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The officer's question, "Now you are a part of the mob?"
2) What, if any biases did you see represented in the video?	White kids were not hassled
3) Are there any patterns in the videos you see?	Abuse of power and trauma is the reason why people are calling for defunding the police The pattern is the central police function of control. There is always danger of escalation unless there is a training to short circuit trying to use control.
4) What would you edit in the video?	If this video were used it, it should be used to show why police officers are deeply mistrusted and how when one officer is doing wrong other officers won't step in
5) What type of video should be selected or edited to provide a more equitable lens?	If this video were used it, it should be used to show why police officers are deeply mistrusted and how when one officer is doing wrong other officers won't step in. If we are not going to talk about the misdeeds of the officers on the scene, then using this video is a disservice. We need to talk about and have a conversation about the fact that this guy is a supervisor and the reason why it escalated was because the supervisor gave orders for it to escalate.
6) Is this video content acceptable to retain in the training academy curriculum?	The Panel recommends keeping this video if the edits are done and the larger conversation is included to discuss why police are deeply distrusted and how the other officers did not intervene.

Community Panel Recommendations

Video #22 Tactical Communications – McKinney, Texas

Recommendations:

1. The Panel recommends keeping this video if there is robust conversation. Perform an analysis, look at the larger dynamics going on this video, not as a failure to communicate or control emotions. If this video is kept, change the talking points to talk about what information is/should be shared when another officer, or supervisor is messing up. Have conversations with the cadets on how APD can restore trust in the community when trust has been broken. Talk about what the police did/should do to repair harm. Put it back on the Cadets and ask them, “how they would restore trust with the community when there is a breach of trust?” Look at it through race, gender and how this impacts youth.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 10/27/2020
1-6-2021

Explanation:

APD will update the talking points for this video as requested.

Video #23 Tactical Communications – Mushin

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – The Mushin video is a point where we discuss the importance of an officer being disinterested. When I say disinterested, I'm referring to not showing those personal biases that we talked about, not taking your implicit or explicit biases and applying them to any of the situations that we find ourselves in in law enforcement, because while you may have an opinion, you may have a point of view, you may have a stance, political, religious, any stance whatsoever, those don't really have a business in an interaction with the public the vast majority of the time. This video is from, it's a little bit dated, from a 2003 movie called The Last Samurai. You can hear the creator does an audio overlay during the video talking about that mindset, talking about keeping those personal opinions, those personal feelings, those personal interactions out of just trying to respond appropriately to the situation that you find yourself in, and trying to resolve the situation for both parties in the best manner without your personal influence being involved.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Seeing as there are no questions, my vote is to really cancel this video. I think it teeters on the line of cultural appropriation, White savior tropes, which we already have an issue with. That's just the movie itself. Or maybe, it's just a weird thing with white people and samurais and movies about that, and then the fact, the white savior part. I did remember watching this movie and reading up on it. Phil brought up a point a couple of sessions ago about it's easy to say do not do this, do not show your bias, do not do that. It's a harder conversation to talk to someone about confronting that and how to push through it, you know? Because I do think we can debate this on the last video that officers show their bias when it comes to race, when it comes to gender, when it comes to LGBTQIA community. There is a bias. We can see this in research.

Community Panel – The white warrior, white hero mentality is not cool. Mushin means no mind, and empty mind. There has to be intention when people and cops especially are going into communities. There has to be. They can't just not think, because then that goes into a deeper conversation of deep-seated racism that we can see every day, and in the last video.

Community Panel – I understand the point, but it did feel completely appropriated to me. If you're going to integrate culture and eastern thinking, sorry, my dog is also passionate about canceling the video, then it should be eastern people doing the work, and not putting Tom Cruise in. Or maybe, it's just a weird thing with white people and samurais and movies about that, and then the fact, the white savior part. The fact that they were doing this while fighting, I think after watching the McKinney video and then watching this one, where it's literally one of the issues that we have is developing this us versus them warrior mentality.

Community Panel – I think it's also a little bit messed up to say confront your bias, because we don't know what that bias is. If you're biased because you think all Black people are inferior to White people, we do not need you to not say your bias. That is not what we want.

I want people to have the bias and figure out how it got there and that could be in videos, it could be in a bias question. But to be very clear, if bias is, you know, women should not be cops, you know, I don't want to say don't do that, because some of the bias that people have is because of reasons. We need to talk about that and unpack it.

Community Panel – In particular, you all know how I feel about using videos from television. Can I offer a new principle? Hollywood mythical versions of the world are not legitimate training for anything. I don't think "no mind" is possible. I really want to echo Miriam's point that even if it were, we don't want it, right? We want officers to be going into communities thinking hard. We want them to be thinking about their thinking, that's what Joe was talking about, seeing the way they see. This idea that they can somehow become samurai warriors, you know, out there, even take the sword away, that kind of martial imagery, that they can be empty minds responding to their environment is counterproductive.

Video #23 Tactical Communications – Mushin	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	White savior mentality.
2) What, if any biases did you see represented in the video?	Cultural appropriation. There is a white savior bias. Mushin, means empty mind. When officers are going into community, they have to think. This goes into deep seeded racism that we saw in the other videos.
3) Are there any patterns in the videos you see?	Sensationalism- it is from a movie again. Hollywood mumbo jumbo should not be used for training videos. Us versus them warrior mentality. The white person is the star and this is the person you are supposed to emulate and empathize with is a pattern we have seen.
4) What would you edit in the video?	No edits, as it is recommended to not be used.
5) What type of video should be selected or edited to provide a more equitable lens?	Suggest videos around what do you do when you realize that you have this bias. Choose a video that talks about how to recognize biases, and change the behavior. Help people to unpack their bias. In terms of adult learning, have conversation that is led by a facilitator, rather than a video that assumes that you are going to do it yourself. Choose videos that increase awareness. Have a discussion on the perception of threat and how we are socialized into race, gender or class perception threat.
6) Is this video content acceptable to retain in the training academy curriculum?	No, the Panel recommends not using this video.

Community Panel Recommendations

Video #23 Tactical Communications – Mushin

Recommendations:

1. The Panel recommends not using this video. It is recommended that videos are chosen around unpacking biases, how to recognize your bias, what to do when you realize that you have this bias and address the change in behavior. Rather than a video that assume that you are going to empty yourself, videos should be chosen that increase awareness.

There needs to be discussion on the perception of threat, how we are socialized into race, gender, or class. In terms of adult learning, have some type of conversation that is led by a trained facilitator.

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 10/27/2020
1-6-2021

Explanation:

APD will eliminate this video as requested.

Video #24 Tactical Communications – New York Cop

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – The next video, again, is probably one of the most dated videos that they have put in here. You can tell by the way the paid phone booth is on the corner. This video, I believe it was put together by NYPD and added to the Verbal Judo class a long time ago. It shows how treating an individual can change the interaction. I know it's a stretch in the video, but it shows how treating somebody one way can have dire consequences and then treating somebody the right way can be better for all parties involved.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Can I ask you how you personally feel about this video?

- APD's Response – It's an older video. There are a lot of issues in this video. The terminology, the stereotyping. There are issues in the video. But the premise behind it with trying to show that positive interactions with the public are always preferable to any marginalization or lack of dignity and respect, again it's one of the older videos. It's provided by tac comm, part of the video review that we're looking at replacing.

Community Panel – I appreciate you pointing out the stereotyping. My concern with this video is that it is so transactional. It is just absolutely transactional. The whole premise of this video, and the only point that I can see that it makes, rather than saying let's treat people with dignity and respect because they're people, is let's treat people with dignity and respect because then they'll help us when we're in trouble. I think that maybe this is part of an answer to the patterns I see. I've seen that transactional perspective in several of these videos, and that's problematic, because it sets up a false dichotomy and it orients the cadet sort of toward their own safety and their own well-being rather than the broader safety and well-being of the community.

Community Panel – Even beyond that, BJ called out stereotyping. I would suggest that the young men of color, this dates it as well, this dates me that I know to call it a boom box. They were using a boom box, that's both a class and ethnic stereotype.

Community Panel – I also think that when he was acting decent, first of all, it was unclear to me that he was responding to anything. It looked like he wanted a soda. It looked like he made up a complaint just because he didn't happen to like the music. That was my perception of what was going on. Then when he was acting nicer, he still used the words "I have no problem with you hanging out," which to me is super patronizing and kind of a power flex.

Community Panel – Is this one of those videos that is mandatory? Are there mandatory things you have to show?

- APD's Response – Yes Joe.

Community Panel – I think what I would like to see, if you were going to encourage, if you were trying to find reasons to encourage people to be decent is something that shows more long-term relationship, right? I think this one and the other one of the prisoners with the

guard all were of this very tit for tat examples. What I would want to see is someone who is part of the community, right, who isn't just going around and just having these one-off interactions, but how you actually develop long-standing, deep trust with communities instead of these tiny little frame of point so that people start thinking of every single interaction, either adding to trust or taking away from trust and so that there's this much longer game in terms of how you are developing relationships, genuine relationships with people as opposed to I'll scratch your back, you scratch mine

Community Panel – It reminds me of a video we watched under, I think it was maybe, was is the drug, I'm trying to think what section it was in, but there was a police officer that had like longer-term interactions, maybe drug treatment. Not that it was the best video, but it showed here's somebody who came from the community, who had long-term interactions with people. He would go back and check on them. It was a different thing and it showed relationship-building in the community. Are there other videos of that ilk? Yes, thank you, the Memphis model.

Video #24 Tactical Communications – New York Cop	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Power flex by officers - is a white cop talking to two men of color.
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	Transactional behavior in multiple videos. It orients cadets towards their own safety and well-being.
4) What would you edit in the video?	Nothing, as it is recommended not to use this video
5) What type of video should be selected or edited to provide a more equitable lens?	Choose videos that focus on being respectful by engaging in humane interactions with the public because that is what we owe other people.
6) Is this video content acceptable to retain in the training academy curriculum?	No, the Panel recommends not using this video as it is counterproductive

Video #25 Tactical Communications – Oceanside Open Carry

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This video is used to show how an officer should theoretically respond in the professional face that we're looking for. The officer encounters an individual who is openly carrying a firearm in public in California, and as long as the law in California read at the time, as long as it was not loaded it was not a violation of the law. Someone had called. The officer stopped, talked to the individual, found he was not violating the law. The officer was professional, treated the individual with dignity and respect. They parted ways amicably and the officer ultimately took no enforcement action, understanding that there was no violation of the law. The purpose of the video is to show the professional response and how encountering an individual who may have appeared to be making a statement about openly carrying and trying to catch a law enforcement officer behaving inappropriately, there was no inappropriate behavior.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – How does this translate into the Austin environment? Don't people need a license to open carry?

- APD's Response – The Texas law is slightly different. To be openly carrying a pistol or a handgun like shown in the video, you would need a license to carry. But in Texas, above the age of 18 you would be able to openly carry a rifle or a shotgun like this.

Community Panel – I think this goes to a similar pattern of who is shown respect in these videos. This follows right into that pattern. Because it's Texas, I feel like that this is the example where nothing happens is a little problematic. I worry that it's going to confuse folks in terms of, like, you're showing respect for a different set of laws, and laws that we don't. It would call for a different kind of response.

Community Panel – It has this whole white patience thing. It's a pattern everywhere.

Community Panel – Part of the issue of who gets the kind of patience they get is connected to larger public narratives about who the good guys are and who the bad guys are. The fact that both the officer and the person doing this video are veterans, both the officer and the person doing this video were Marines connects to those larger narratives. I think that those narratives are worth discussing explicitly.

Community Panel – The video itself didn't seem transactional to me, but like Joe was saying about the description like that felt transactional. I think when we're talking about like the goals of these positive interactions that we want to see happen, I just think it's really important for the emphasis to be not on how good the officer looks or, you know, winning the conversation or whatever the case may be, but on having those kind of interactions because that's the right thing to do and people are people even if they're breaking the law or whenever you're interacting with them, they're still people and deserve respect from police officers.

Community Panel – The issue with this video is I don't think that this is where the problem with community lies, right? Like I don't think this video is showing anything that isn't likely to

already happen. Even with CIT, most of the white male narratives we were listening to get empathy with were around veterans and around this kind of brotherhood so I understand it's a good thing, but that's not what we're saying.

Community Panel – I just don't know if I trust that is it going to be paired with another video showing some other examples? I just feel like as part of a pattern as someone mentioned the white patience and it bothers me that's what's being perceived as how it's setting up the pattern. So even though it's a good model, I guess a tentative yes, but again I think it needs to be looked at in comparison to all the other videos that will be out there.

Community Panel – I feel like a lot of the videos that we're tentative on would take -- in the beginning like we said, if the cadets went through Undoing Racism, then that would help change a lot of things and perspectives on these videos or it would help.

Video #25 Tactical Communications – Oceanside Open Carry	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	It portrayed the recording of police as an attempt to antagonize police.
3) Are there any patterns in the videos you see?	This is an example of nothing happening when a white person is the subject. It has the pattern of white patience. This is another example of Us versus them mentality.
4) What would you edit in the video?	The issue with the video is showing that is not likely to happen.
5) What type of video should be selected or edited to provide a more equitable lens?	We need to see officers interacting the same way with a person of color who is being investigated or is open carry. People are not treated the same regarding open carry. Cadets should go through undoing racism.
6) Is this video content acceptable to retain in the training academy curriculum?	The Panel is split on this video's disposition. See comment in Recommendations below.

Video #26 Tactical Communications – Ofc McNevin

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This video is much like the McKinney officer video, is just a terrible what not to do video. The officer, while he may use some of the correct words, his tone and the way he interacts with the driver are wrong on many levels. We really use this video to point out to the cadets that despite sounding good or looking good or whatever else you do, the way you talk to people, the way you interact and treat people really has a bearing on the outcome of that interaction. We point out that this video was poorly done by this officer.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I see how the video works for you and the way you just outlined, but there's sort of a point in the video where the officer decides to bring the person out of the vehicle. Do you talk at all about why the officer might have made that decision and about the tactics he uses to accomplish that? The reason I'm asking this, it's kind of seems from the description that the video is framed as leading to an escalation because the officer used poor tone and inappropriate sort of verbal communication skills.

- APD's Response – This video and the way this unfolded is absolutely due to the officer's actions. Escalated that entire situation. When we show a lot of these videos where it's a really bad interaction, we kind of point out to the cadets or students how they would feel if they're in the driver's position, if their mother, their brother, if their girlfriend, if their husband, if someone they cared about was in that interaction, they were treated like that, how would they feel watching that video?

Community Panel – Do you know what happened to the police officer? Do you talk about the consequences and the repercussions? Because there could be when this action happens, this action is bad if this video is going to be shown. If action is bad and this is what happens if you do this?

- APD's Response – When we have background, when we have the repercussions of this behavior, we absolutely try to get it. Especially like the video we added of the APD officer that was released from the department after multiple infractions. If we have background like the McKinney officer we just watched, we'll give it because it gives a frame of reference.

Community Panel – For future videos can we add personally that there should be a full background and like aftermath of each video? Do you talk about the lying and accountability by the other cop? The other cop didn't do anything, but the other guy was lying, caught on camera. Do you talk about if somebody, if another officer is lying, then do a certain way, a report or do you have that?

APD's Response – We brought up the accountability a couple of weeks ago, I believe, and how we have the ability to make those reports.

We have the ability to address it with that officer, address it with the supervisor. If it is a supervisor, address it with a supervisor above that level. We have multiple different layers

of accountability built in there. An incident like this, for example, if you had one officer saying that something happened one way and the other officer saying no, this is how it really happened, then there will be accountability there because all those reports go into a report system and then reviewed by supervisors so there is an accountability, especially with an incident like this that involves a taser usage because that is viewed by multiple supervisors, that's reviewed by chain of command.

Community Panel – In this structure of accountability that BJ just laid out or in the training about it, is there a place where the cadets and the trainers discuss the structural impediments to that? The blue wall? The way in which being at a training officer or being with another officer whether they're doing something they shouldn't be doing and they're held accountable for, that there is sort of systemic dynamics that tend to keep officers from reporting those things? How is that addressed in training? And is it ever sort of brought up when we're looking at these videos why the other officers present are behaving that way?

- APD's Response – There is in a cadet class, there is a full, I believe its half a day or a day of ethics training based strictly on law enforcement ethics, on how ethical actions should be considered to undertaken, reported, documented on the ethics side of law enforcement. Then obviously there's training that includes ethical training within the cadet classes. But as far as the larger issue of the blue wall I think you called it or -- what do they call it? Whatever the term who people who are cops likely for each other, that in my almost 20 years in law enforcement I've never seen that in my entire career. I know it occurs. There's no denying that it occurs because we see stories of it all across the country.

Community Panel – Does APD have a procedure after somebody's been tased do you do something specific or do y'all act?

- APD's Response – There is a requirement both in the training material for taser devices as well as APD policy that requires that individual receive medical care prior to being transported, booked or taken to any correctional facility. Any time a taser device is used on an individual, that individual is required to be medically clear prior to any type of booking procedures. There is care that is given, there is treatment for any wounds that they may have suffered from that taser deployment.

Community Panel – I would add that it's also differentiated by race because the white man in the open carry certainly had attitude and was not treated the same way.

Community Panel – I'm interested to talk about the next video to see like if it's a good pairing of what to do, what not to do, a good refreshing that we both, but does it need to be as long and is there a shorter piece that could illustrate the problem so you could go more quickly into the what to do video, would be a question I have.

Community Panel – If that happens, and for past what to do versus what not to do, can we swap for what to do and then what not to do? Because positive reinforcement in the beginning -- positive reinforcement -- you know what I'm talking about. I think that should be swapped?

Community Panel – We had to listen to her writhe in pain for a really, really long time and it was, I don't know that there was any point to witnessing that and I'm afraid that especially with his attitude it could be taken blithely. I understand the trainers will be driving home a point, but I'm afraid that will add to desensitization which might run counter to the training objective.

Community Panel – There was like a noticeable shift in what we've seen today. There were three videos I think, if I'm counting right, depicting Black women or females. The one in

McKinney, this one, and then the Stearns video that's coming up and maybe unintentionally, but I think it is a concern nonetheless is that the videos may be painting a picture of the angry Black woman and that kind of trope. The Black woman as being, quote unquote, mouthy or talking back, things like that.

Video #26 Tactical Communications – Ofc McNevin	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	White cop- POC female. The downplay of pain and being tased- just because the officer has been through it does not mean it is the same for others.
2) What, if any biases did you see represented in the video?	When we see someone being tased and yelling commands should be separated.
3) Are there any patterns in the videos you see?	Another what not to do vs. what to do. Other officers not intervening when an officer is doing something he should not be doing? Officer responding disproportionately because of the presence of attitude. Differentiated by race. It is a concern with woman of color as the angry black woman. Portraying black woman as mouthy or talking back.
4) What would you edit in the video?	Nothing, as it is recommended not to use this video
5) What type of video should be selected or edited to provide a more equitable lens?	There should be a full background and aftermath of all videos. There should be an accountability for officers.
6) Is this video content acceptable to retain in the training academy curriculum?	The Panel recommends this video not be used.

Video #27 Tactical Communications – Ofc Stearns

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This is the video that was actually added by APD when we started getting personally worn body cameras. The video is a little dated, but when we first started being allowed to buy personally owned body worn cameras, officer Stearns was assigned to motorists at the time, bought his own and started using it. He attended a Verbal Judo class about six months prior to the video being shot. He encountered a driver that was not happy for the reason for the stop as well as not happy being issued a citation. Officer Stearns did his best to try to use his tactical communications. The driver was issued a citation, left the scene without incident, and followed up with an internal affairs complaint against the officer. One of those complaint allegations was rudeness, and officer Stearns had the video to show to internal affairs and the complaint for rudeness and all the other complaints against him were withdrawn by the driver after she was made aware there was a video of the incident. We use this video for the flip side of the coin with the McNevin video because the McNevin video is just so terrible that we show that we expect a better response here in Austin and that using tactical communications really can help you build trust and accomplish an objective of getting traffic safety done in a safe manner without putting the driver at risk, without putting the officer at risk, and accomplishing increased safety on the roadway and decreased risk with the driver and the officer.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I thought it was good that the video blurred her out for the most part. There was a part where you could see, like I think she turned towards the officer and you could see her profile. That's when I was able to confirm that she was a person of color, but I appreciated that there was some blurring.

Community Panel – The video seems to be a good example of the way we want officers to interact with the community. Even if the community is unhappy about that interaction. Let's face it, when officers are interacting with the community, there's almost always a reason to be unhappy whether they were called or not. But in the narrative framing of it I see the transactional pattern again and that is you see the officer really wanting this one because he was able to survive the complaint. That's not irrelevant, it matters. But framing it as do this because that way you'll inoculate yourself against illegitimate complaints rather than do this because this is the inherently sort of right way to interact with other human beings.

Community Panel – Thank you, Phil, for pointing that out. I was a yes kind of for this video until the explanation of what the learning objectives were. Then I felt it was like now you're telling me the officer did that because there's this competition with the community to prove this narrative. I don't know, I just didn't like that. I thought, oh, this is what it's supposed to be because people are people, not because we have this competition against them to prove that we're the good apples.

Community Panel – I didn't think he did such a great job. I felt like he didn't escalate and he remained calm, but he never really explained. He was feeling very irate. I don't know if he could have calmed her down. I definitely have been in her shoes. I'm frustrated by the

whole thing and so he never really explained what was going on. He didn't really slow down and try to say what she did. He just said, this is a citation. He just kept repeating things. I guess I would be curious to know if you say, okay, yes, this is good and how could they do better. Like how could you improve upon this as opposed to just say, you know, this is the gold standard? It's not just about inoculating yourself against complaints, but it's like how do we actually build that trust and try to deescalate situations.

Video #27 Tactical Communications – Ofc Stearns	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	White cop black female
2) What, if any biases did you see represented in the video?	White cop black female
3) Are there any patterns in the videos you see?	Appreciated that the officer blurred her face. Good example of how you want officers interacting with community. The transactional narrative of do this because it will protect you from negative complaints instead of because it is the right thing to do for humanity. Us versus them
4) What would you edit in the video?	Remove the transactional narrative of, "Respond in this way because it will protect you from negative complaints"
5) What type of video should be selected or edited to provide a more equitable lens?	Dig deeper in conversation, it should be a discussion around what things he could have done better.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, the Panel recommends keeping the video if the changes in the recommendations section are implemented

Community Panel Recommendations

Video #27 Tactical Communications – Ofc Stearns

Recommendations:

1. The panel recommends keeping this video with the following recommendations: Remove the transactional narrative of, “Respond in this way because it will protect you from negative complaints”.

Change the narrative to, “As officers we respond correctly because that’s what you as an officer and the people you are reacting with deserve. The transactional narrative further promotes the “us vs. them” pattern. Cadets should also have further discussion around what things the officer could have done better.

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 10/27/2020
1-6-2021

Explanation:

 APD will use this video with the updated conversations are requested.

Video #28 Tactical Communications – Police vs Vietnam Veteran

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This video is another one of the SAFER concept videos. We use this video to point out to the students that there are going to be times where none of your words are going to work, none of your words are going to solve the situation. Unfortunately, there will be times where you will have to take action. A little bit of background on this video. The officer had been previous disciplined for use of force and it is believed that that is the main reason why he was so hesitant to use any force in this situation. Ultimately at the end of the video the officer was killed by the driver of the opposite vehicle. It's just another video we use on the SAFER concept to show there are times where they will need to use force despite all the training, we're going through on verbal skills.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – This is another white patience, but it happened to be fatal. This is a pretty famous video, right? This is shown at a lot of police academies. I had thought that he was disciplined for being rude. He was disciplined for use of force?

- APD's Response – I believe so. It's been a while since I looked up the context for this video and if I remember correctly, it was something about being a little too quick with going hands on with people. He had been chastised for it previously. He was again very resistant to go hands on in that encounter and that kind of escalated from there.

Community Panel – I'm familiar with is that a sheriff made him write a letter of apology to someone that the sheriff knew that put a complaint in against him. Maybe there was a different situation I was not aware of. What do you tell the cadets should have happened? What do you tell them they should is have done in that situation?

- APD's Response – Unfortunately, there is a myriad of responses for what could happen out there in interactions with the public. In this situation with a driver who exits a vehicle like that and approaches an officer, it is appropriate for that officer to then detain that driver and keep the driver from returning to his vehicle. There is absent, ignorance or mental illness or intoxication, there's a number of reasons why somebody would get out of the vehicle, but to get out of the vehicle and aggressively approach the officer like he did, the officer would be within his right to detain him and to stop him from returning to that vehicle. We don't get too deep into tactics. This class is mainly for verbal skill set. We don't really discuss in detail the appropriate response for this video. I think Gary could probably speak to the use of force aspect on the video, but this video is shown multiple times throughout the academy and the appropriate response is discussed in those other classes; however, it's not a deep dive in the appropriate response in our training with Verbal Judo.

Community Panel – There's not a lot of here's what the officer did really bad and really wrong in this video. But there's a lot of be afraid, be very afraid. For me that's the pattern that I want to call out here, right, is this constant reinforcing of the narrative that policing is

dangerous and every interaction could be a threat to your life. And I'll just point that the officer that shot Fernando Castillo watched this video in his training. I think the pattern of quick escalation is not unconnected to a kind of reinforcing of this narrative of extreme danger.

- APD's Response – I wanted to add some context to the video itself. We use this in use of force. You were basically correct. Dean Keller had been ordered to write a letter to an individual that he believed he had acted rudely. He voiced to several deputies that he felt even if he followed the law and did the right thing, the sheriff would still discipline him up to possibly the point of termination because he didn't like his actions acknowledged didn't feel they were appropriate.

Community Panel – I don't know, like the context or anything behind like this man's like mental health or if he was under the influence of anything at this time, but I feel like this video would be better placed in like the crisis intervention team stuff and talking about, it reminded me sort of, because of the, like the context that we're given from the title and from the guy himself when he's saying that he's a Vietnam vet, talking about mental health and interacting with veterans and stuff. I can see why it's used in use of force or why it appears there. I just don't know if it's well placed here. I don't think I would keep it here for that reason.

Community Panel – I do feel like it will almost, even though the message you're trying to get across is that sometimes like you can do it and still nothing will go right, I almost feel like it would serve as a "So don't do it and shoot first" kind of message, which I think is really alarming.

Community Panel – This is kind of a famous training video for a reason. I think there's an issue with the whole SAFER concept, right? The pattern I see here is a kind of broad policing is dangerous. Every interaction can turn into a deadly interaction. You have to be very concerned for your safety. I have issues with that narrative and the kind of centrality it seems to hold in policing communities. There's a pretty interesting analysis by professor down at UT, right. He went on a lot of ride "alongs" and interviewed a lot of officers. And almost as many officers are killed in vehicle accidents as are killed in any other way.

Community Panel – I think we've pointed out the way we'd like to see the moving to the actual events in the video, the suspect was never hit by Dean Keller. The deputy was in fact the one struck multiple times in the appendages by the suspect who then basically at the end of the video moves forward and then executes deputy Dean Keller with a close range almost contact shot to the head. I wanted to clarify that. It was my understanding that Dean Keller did in fact shoot the suspect in the stomach. Am I incorrect about that?

- APD's Response – I will double-check on that. There is a possibility he struck him in the abdomen, but he didn't have any extremity shots, that was Dean Keller shot in the arms and legs.

Video #28 Tactical Communications – Police vs Vietnam Veteran	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	Example of white patience that turned out to be fatal
2) What, if any biases did you see represented in the video?	Biases towards white men
3) Are there any patterns in the videos you see?	Quick escalation Constant reinforcing of the narrative that policing is dangerous and every interaction could be a threat to your life Biases towards white men
4) What would you edit in the video?	Would not use this video
5) What type of video should be selected or edited to provide a more equitable lens?	Videos that move away for the notion that we're learning this because policing is hyper dangerous. That danger is there, but that danger exists for the entire community and it's disproportionately fatal to the community rather than police officers
6) Is this video content acceptable to retain in the training academy curriculum?	No, it is recommended not to use this video.

Community Panel Recommendations

Video #28 Tactical Communications – Police vs Vietnam Veteran

Recommendations:

1. The Panel recommends not using this video in this section. This video would be better placed in the crisis intervention section. The panel would like to get away from the notion that policing is hyper dangerous. It is dangerous to the community and police.

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 10/27/2020
1-6-2021

Explanation:

APD will remove this video from Tactical Communcation.

Video #29 Tactical Communications – Prisoner Search

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – These videos aren't in order in which they're taught. This video and a video that we'll cover later on, we'll cover probably in the next week or two are shown back-to-back. When we start talking about the concept of dignity and respect and how we show every single person we interact with that dignity and respect. Because the interaction that occurs here in this video you've got officers that are talking to the individual in the interview room, they call him sir, they offer him water, they treat him with dignity and respect and then the individual decides to take his own life. The dynamic between this and the next video are played in the class and I won't get into that next video because it's not covered yet. We use this video for the point of showing that dignity and respect that we show every single person we interact with not benefit that individual, but benefits the community and everyone involved. Because this individual had he not been shown and respect taken the life of any number of people, police or civilian, and in that interaction had he been shown a different type of reaction from the law enforcement officers.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – This is a video that violates this person's dignity and respect. It seems absolutely gratuitous. And again, kind of transactional. Treat people with dignity and respect and maybe they won't shoot you before they shoot themselves and that part of it seems also deeply speculative. We don't know what was in this person's mind. We don't know that if the officers had not given him a bottle of water -- and again, in the video it's not clear to me that there's a tremendous model of good interactions with this person, right? For one thing, he clearly is distressed and I think he's distressed in a way that calls out for more than a bottle of water.

Community Panel – To hear that oh, if that the lesson to be learned from this is that if he hadn't been treated with this basic courtesy, he could have done is the speculation. It just feels like it's such a wrong, it doesn't feel aligned, the lesson with what you're seeing and you're using this man's life and watching him kill himself over and over again to teach this kind of secondary lesson, which doesn't really seem very aligned, it just feels incredibly, wildly inappropriate. It feels like showing somebody kill himself on video is not worth any lesson. So deeply disturbing that this is a video that's being shown.

Community Panel – The conversation was literally a word. It was like a word and they handed him a bottle of water. I don't know if we missed anything in the beginning, but it's not dignity and respect. It's actual we need water to function. That is, I'm so disappointed. He's a person of color, like, come on.

Community Panel – I just feel very disappointed that that's the learning objective that comes out of this video. I agree, it just felt absolutely gratuitous, disrespects his dignity and respect. It felt like a snuff video. It was just horrible.

Community Panel – Is that a video of an up-close suicide, is that one of the most graphic videos that y'all show besides the multiple videos of Black men being shot? Is that like the most graphic? Because you heard noise, you heard all of it.

- APD's Response – Yeah, that's the worst video in the Verbal Judo material that is provided. I can't speak to other classes, but as far as the material provided to us by the Verbal Judo, that is the most graphic video, yes, ma'am.

Community Panel – I just want to call out here that this company seems to me to not have a level of value worth the Austin Police Department using their material

Community Panel – I was going to say too if there was one question that I would answer, it is the inequity one because I think the video in general is an inequity, like displaying or using someone's suicide in this way is wrong.

Community Panel – I think going off of what Anni-Michele and what Phil just talked about, I do feel like it will almost, even though the message you're trying to get across is that sometimes like you can do it and still nothing will go right, I almost feel like it would serve as a "So don't do it and shoot first" kind of message, which I think is really alarming.

Video #29 Tactical Communications – Prisoner Search	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The conversation was literally a word and he is a person of color. Using someone's suicide in this way is wrong. The description helps to desensitize the entire situation.
2) What, if any biases did you see represented in the video?	The conversation was literally one word and he is a person of color
3) Are there any patterns in the videos you see?	Believe this situation is transactional and violates the person's dignity. Not a good model of interaction. The belief that descriptions of the videos match the videos
4) What would you edit in the video?	Would not use this video
5) What type of video should be selected or edited to provide a more equitable lens?	Videos that show a good model of interaction between police and the community they are serving
6) Is this video content acceptable to retain in the training academy curriculum?	The Panel recommends this video not be used.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Patterns
22	Abuse of power and trauma and is the reason why people are calling for defunding the police The pattern is that priority, the central police function of control, is always in danger of escalation unless there is a training to short circuit trying to use control.
23	Sensationalism- it is from a movie again. Hollywood mumbo jumbo should not be used for training videos. Us versus them warrior mentality. The white person is the star and this is the person you are supposed to emulate and empathize Over representation of Blacks/Black males
24	Transactional behavior in multiple videos. It orients cadets towards their own safety and well being
25	It has the pattern of white patience. Us versus them mentality
26	Another what not to do vs. what to do. Other officers not intervening when an officer is doing something he should not be doing? Officer responding disproportionately because of the presence of attitude. Differentiated by race. It is a concern with woman of color as the angry black woman. Portraying black woman as mouthy or talking back.
27	Appreciated that the officer blurred her face. Good example of how you want officers interacting with community. The transactional narrative of do this because it will protect you from negative complaints instead of because it is the right thing to do for humanity. Us versus them
28	Quick escalation Constant reinforcing of the narrative that policing is dangerous and every interaction could be a threat to your life. Biases towards white men
29	Believe this situation is transactional and violates the person's dignity. Not a good model of interaction. The belief that descriptions of the videos match the videos. Question the value of this videos and other Verbal Judo material.



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



**Community Panel Review
Summary Report
Training Academy Videos – Tactical Communications
Videos 31, 32, 33, 34, 35, 36, 37, and 38
October 26, 2020**

Purpose

The purpose of this document is to provide a summary of the Community Panel Review – Training Academy Video Review Session – Tactical Communications Videos 31, 32, 33, 34, 35, 36, 37, and 38.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Panel (Panel) continued on Monday, October 26, 2020, 5:30 p.m. to 8:50 p.m. Officer Benjamin Bloodworth (APD) continued to provide context of the videos and answer any questions posed by the Panel.

Key Recommendations and Patterns

- Video Disposition
 - Keep videos 31, 35, and 37 (with additional detail/context)
 - Remove and find alternative videos for videos 32, 33, 34, 36, and 38.
 - The Panel expressed concern with all the recommendations, to effectively change and find new videos, would APD have enough time to do this prior to the next Cadet class.
- Patterns
 - There are numerous patterns based on the video reviews, some of which are repeat from other video review sessions. These patterns are listed in a table in Section V of this report.

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
31	Sandra Bland Traffic Stop	8:26	None
32	Sanford and Son	2:22	None
33	Sgt. Hubbs	5:55	None
34	Showtime LA Deputy	4:18	None
35	Showtime Store Cam	1:27	None
36	Station Fight	1:36	None
37	Texas Cop Drags Grandmother from Car	1:47	None
38	Trooper Vetter	0:16	None

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Benjamin Bloodworth	City - APD	Yes
Anni-Michelle Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	No
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Phil Hopkins	Community	No
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	No
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel has previously reviewed the video
3. Panel discussion.
4. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
5. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #31 Tactical Communications – Sandra Bland Traffic Stop

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This is the full dash cam video from the Sandra Bland stop. This video is used to show how that personal face response can be detrimental to an interaction. It was what you would consider a simple traffic stop for a signal violation, and when the driver showed the slightest bit of irritation at being delayed in her travel, the officer just went off the deepened, completely unhinged. There's actually her cell phone video is an even better point of view from the interaction. The officer got very emotionally involved, took it personal and responded from that personal face. I realize it's another what thought no do video, but we do know this video shows how that personal response or that emotional involvement response can be detrimental to your interaction.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – What do you see the response being from the cadets?
What type of dialogue do you generally see after watching this video?

- APD's Response – Much like a lot of the videos where we show like the McNevin video and some of the O'Connor video from APD. A lot of these videos are just horrific to watch because you don't really understand where that individual is coming from or where this is such a personal response is coming from. Often times it's appalling and not really understanding the depth of the emotional response there. We try to get them to understand that treating everybody the same way, treating everybody with dignity and respect like a human being is just the basic simple request that we're asking here is just to treat somebody like a human being. To get that bent out of shape, we really want them to see that it's really unusual to see that type of response. If you start to have those feelings or you start having that response brewing up inside of you, it's what we call in the course of understanding your triggers. Things that will set you off, things that will upset you, things that might cause a personal response. We want them to understand that those things exist and so to come up with some type of coping method to try to respond in a more appropriate manner than what we're seeing in this video.

Community Panel – My question is around tactical communication, the example and 1.7 where it says the student will be able to discuss how to handle verbal abuse and use deflection techniques. Can you talk a little bit about how that applies to this video and how you try to educate the cadets around deflecting techniques and de-escalation techniques in unit goal 1.7?

- APD's Response – We want them to understand that any of that verbal attack or that verbal defiance or verbal confrontation, whatever you want to call it, anything like that is typically not directed at the person, is not directed at the individual person. It's typically directed at the situation. It's directed at the officer, it's directed at the department, it's directed at the larger dynamic of the community and the police department. It's directed someone other than that individual person behind the badge. Simply telling somebody why they're being stopped. Maybe they didn't know that their taillights were not working

or that their license plate was obscured or that the speed limit changed so they were going a little bit over the speed limit. Just providing that information and trying to get back to what you're trying to accomplish there, which would be in the Sandra Bland video just issuing a warning, providing that information and understanding that her anger may not be directed at you, but it may be directed at the situation helps them redirect and move back to accomplishing what their initial objective was there.

Community Panel – For anger management, is there any training in the APD training or how to handle anger for the officers. Is there any training in other officers?

- APD's Response – There is not dealing with anger management within the tac comm material. There are, it's not our CIT team, but it's associated with our crisis counselors and our wellness office do presentations with the cadets about dealing with issues like that, dealing with stressors, dealing with emotional responses. I can't speak to the depth they go to in those presentations but I know there is some training on dealing with the emotional response within the cadet training.

Community Panel – I want to be clear when we have interactions of Black women and the police. I don't want the videos to buy into this like sassy Black woman type.

I don't remember because it's been such a long period of watching these, the videos specifically, but I feel like last week that was present a little bit and this week. We've had a few before. I can't say it enough to like feel like this is a bias, this is a pattern for sure, but I do want to note that I don't want that to be present or to just look at it a little bit deeper to see if it is present.

Community Panel – I understand that and I hear that, but at some point, we also have to talk about, you know, if I am having a bad day it's a different dynamic for having a bad day because I could die in this encounter if the cop is having a bad day and we're both having a bad day, As opposed to, I have a job doing marketing for a sexual health company. There's an expectation that officers will need to learn how to truly think about their actions and think about their emotions and how to overcome those bad days in the moment because I don't think it's fair to say oh, they're just having a bad day when they're in a position like that with that much power.

Community Panel – I appreciate what everybody said and for the biases and the patterns. I think generally we've been saying that we don't want too many what not to do videos. At the same time, I feel like in some ways like is this an important video to see because it is well-known, it was so horrific, and not uncommon. It is based in Texas. I think I agree we don't want to be upholding this trope of these particular interactions and at the same time it does feel like it's important for officers to see like how a bad day can end in somebody losing their life and how it escalates all because of the police officer.

Community Panel – I don't know if we looked at all the videos that included a Black woman, how many times that kind of like, that trope shows up? I think we've seen it enough times to register.

Community Panel – The last thing is I get videos like why they're included, but I just don't want cadets to continue to see, this is of Black women, of situations where there's trauma involved, someone is going through a crisis or with these traffic stops where these tropes are being shown. I guess that's more of like my concern because I just have not seen the video where someone is except for that one in Baltimore, but even we had some issues with that one, like that grace. So maybe it's just a structuring of how the videos are laid out in some of these because there's just a lot of trauma, a lot of us watching the Black women in the positions where there wasn't a lot of grace and it was a little bit dehumanizing. I just wanted to underscore that point again.

Community Panel – I think it would be helpful with this one to talk about specifically the intersections of race and gender and how that could also be a reason, the bias of the cop, what bias he was bringing into this situation and how that could have adversely impacted his own discussion with her.

Community Panel – I think I want to go back to add to that and to go back to what you said, which I think underscores something we've talked about before, which is just oh, the cop is -- he's had a bad day. It's his personal face, but our idea that in the conversations are we talking about the underlying gender and race biases or other biases that people are bringing? Is there a proactive conversation asking the cadets to be looking at their own underlying bias and their own underlying racism as white people as we have that, the white supremacy, we have that in us?

Community Panel – How much training is does after the Academy around tactical communication, if at all?

- APD's Response – We have regular updates, annual updates and we're actually in the middle of all of our field training officers are in the middle of a recertification process and they're receiving tactical communications updates. Last year when we did the department-wide mandatory training we included de-escalation training so it's, without getting too much into detail with the licensing, but every two-year training cycle every officer in the State of Texas is required to receive at least 40 hours' worth of update training and that typically includes things like de-escalation, verbal communications, things like tac comm, and that occurred last year and it's occurring this year with our FTOs to make sure everybody coming out of the academy gets that reinforcement of this appropriate communication style.

Community Panel – I'd also like to suggest that in terms of demographics that they reflect Austin's population. So, if we've got 8% Black folks in Austin, then only 8% should be reflected in terms of who's pulled over, or who's having a negative interaction with police. That would be an interesting starting point, to start reflecting what proportionality might look like.

- APD's Response – I wanted to clarify so I understand. You would like to see the videos with negative police interactions to be proportional to the demographics of Austin, but not necessarily just all our videos. Because I remember one of the things, we talked about is trying to have more people of color in the videos with positive interactions. I just want to make sure I understand.

Community Panel – I put in my notes I think this is the third time we've seen the showtime L.A. deputy video, and that made me think about how many more impactful videos there are that could be used for so many different modules, including this one. I do like Joe and Maya's idea to reuse videos. I think we've said that before throughout this time, this panel. The other thing I was going to ask is if anyone from APD is aware of how the history of race and policing curriculum is going to be incorporated.

Video #31 Tactical Communications – Sandra Bland Traffic Stop	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	White officer, black motorist.
2) What, if any biases did you see represented in the video?	The lack of grace period that is shown to people of color when they are stopped. Emotional bias, the decision making from an emotional point and how it effects the outcome. Gender Bias: How it is characterized when it is woman that are not receptive to what the officer is saying and the officer's response.
3) Are there any patterns in the videos you see?	Another what not to do video. Potentially a pattern: Do not want the videos to buy into the sassy black woman trope. Would like to investigate this a little bit more to see if this is a pattern with black women. The lack of grace shown to people of color versus whites
4) What would you edit in the video?	More content around the cell phone video footage. It is important for officers to see how having a bad day can result in someone losing their life. Is this a video that is necessary to see? If there is going to be a few not to do videos, which ones do we want to keep?
5) What type of video should be selected or edited to provide a more equitable lens?	The framing of the conversation. Because this case is widely known, it is important to add more context to it. Talk about the intersection of race and gender and how it could play into the bias the officer brought into the situation and how it could have impacted his discussion with Sandra Bland. Structuring of how the videos are laid out. There is a lot of videos with woman in traumatizing situations. In the conversation are we talking about asking the cadets to look at their own underlying biases? Talk about how to overcome those emotions in the moment with that much power. If we use this video can we edit out one of the other black women centered video? There should be just a few what not to do videos and videos holding up these stereotypical tropes. The videos should represent Austin's demographic. If we only have 8% African American, then there should only be 8% with negative interactions. It would be good if instructors talk to each other to add some more layers to it and hand off from subject to subject.

Video #31 Tactical Communications – Sandra Bland Traffic Stop	
Questions	Community Panel’s Responses
6) Is this video content acceptable to retain in the training academy curriculum?	Okay with keeping this video and providing a more robust conversation around it. Joe Okay with keeping it with meaningful discussion and take other ones out. Maya Yes, take others out. Andrea Yes. Miriam Michelle: Yes. Anni-Michelle Yes. Rocio Yes, balancing out the videos if we do keep it. Angelica

Community Panel Recommendations

Video #31 Tactical Communications – Sandra Bland Traffic Stop

Recommendations:

1. ***The Panel recommended keeping this video provided conversions are introduced to the Cadets about how they examine their own underlying biases and talk about the intersection of race and gender and how it could play into the bias the officer brought into the situation and how it could have impacted his discussion with Sandra Bland.***
2. ***The Panel also recommends that videos reflect the demographics of the population they are serving.***

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 11/12/2020

Mark Spangler

 1-6-2021

Explanation:

 APD agrees this video may be used with the recommended discussions.

Video #32 Tactical Communications – Sanford and Son

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This is a video that we use after we discuss what we call the art of translation, or a process to ensure that communication is occurring. Communication occurs when you have a sender, a receiver, and a message. In that portion, we talk about there are factors that influence that communication, specifically factors that influence communication on the sender's end. When I'm talking about the sender, I'm talking about an individual that the officer is interacting with. The officer being the receiver of that message, and then the individual being the sender of those messages, and how their emotional state, or their intoxication, or their mental illness, or their external factors, the situation that they find themselves in, being a victim of a crime, being a perpetrator of a crime, all of those factors and how those factors can influence that communication process, and how something that they may say may not be the meaning that they're trying to get across, and how words may not always match up with that meaning. It's important for us as officers to make sure that we understand the message that they're trying to send us. We do that through other processes, like the video we watched with LEAPS where they're using paraphrasing, summarizing, or asking questions to ensure that we're understanding them correctly. This video is used to highlight that communication process with a little bit of levity. It's an older television show. It shows an officer and the individual is trying to communicate. And the lingo and the words that are chosen aren't always easily understood by the other party.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I have a question if this is a video selected by Verbal Judo?

- APD's Response – The only ones from APD is the Sergeant Hubbs video. The rest are from Verbal Judo.

Community Panel – I am going to just say from the beginning that I'm in favor of not keeping this video. I think that it stereotypes Black people and how they speak, how we speak, to be sort of a monolith and that is not the case. I appreciate the desire to bring in levity to some parts of the academy training, but I don't like this video, and I don't think it should be part of the training.

Community Panel – I think if you're not familiar with, like, Sanford and Sons, it just portrays, it gives off the image that, like, Black people don't understand, like, formal language. It just kind of categorizes them as less educated, which I think is, of course, hugely problematic. I think that the fact that it's so outdated as well will probably amplify that.

Community Panel – I still think that we should remove it, only because I really do think if there was a TV show that was going to be used, I would want it to be from something newer, because I think as society just progresses and language changes, the way people write comedy especially is different. You know, the jokes that people were saying in the '90s are different than what people are saying now. It's a little bit crisper. I think it's just evolved from some of the easier jokes that were said then.

Community Panel – I would want to remove it just so we can keep that context, because it's hard to sometimes watch, like, I mean, all the shows from UPN have just come out, but as I'm watching them, I'm like, that was fat-phobic, transphobic, homophobic. It's hard to not think of those things when I'm watching these videos. I'm not saying this video had all that, but I do appreciate the comments that Anni-Michelle and Maya have talked about.

Community Panel – I also found it to be a bit offensive. Also, you know, from the Caucasian officer not really doing the work to understand those who he's providing commands to. My comment would be that I would like to see a similar video to the African American man who was trying to kill himself and the officer was deescalating him, you know, using some slang but also just trying to build rapport with him. I'd like to see a video like that potentially replace this, or to Joe's point, something that could be more up to date.

Community Panel – Another suggestion, thinking out loud basically, is to bring in somebody that studies communication and language might be helpful. And yeah, no, I'm not down with this video.

Video #32 Tactical Communications – Sanford and Son	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	It stereotypes black people.
2) What, if any biases did you see represented in the video?	It stereotypes black people If you are not familiar with Sanford and Son it categorizes black people as uneducated and not understanding formal language.
3) Are there any patterns in the videos you see?	The pattern is a lot of older TV shows as a way of getting the point across. The pattern is bringing in outdated pop culture. A lot of newer shows are addressing these topics.
4) What would you edit in the video?	Cut this video
5) What type of video should be selected or edited to provide a more equitable lens?	It is important to have video about how to change language in order to get the right point across. It is important to meet the community where they are. I would like to see a video with the African American man that was attempting to kill himself and the officer talk to him using him slang to help him. I would rather see that as an activity or role play. in person and not a video. Bring in someone that studies communication and language.
6) Is this video content acceptable to retain in the training academy curriculum?	It should be removed. Joe No. Anni-Michelle No. Maya No. Rocio No. Andrea No. Angelica

Community Panel Recommendations

Video #32 Tactical Communications – Sanford and Son

Recommendations:

- 1. The Panel recommends removing this video as it stereotypes Black and categorizes Black people as uneducated and not understanding formal language.***
- 2. The Panel also recommends more up to date videos that are people can relate to.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 11/12/2020
1-6-2021

Explanation:

 APD agrees to eliminate this video and will look for other videos to adequately achieve
 the learning objectives.

Video #33 Tactical Communications – Sgt. Hubbs

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This is one of the videos that we have personally added from APD. Sergeant Hubbs is an officer that was working down south. This video goes to when we talk about force options, when we talk about command presence or officer presence, or just you being in a room and how that can affect an interaction just by you simply being there. Then verbal commands being the next step in that process. We show this video because Sergeant Hubbs had an incident. You all watched the video. He describes the incident, how it was relayed to him that the way he got out of the car, the way he looked, his uniform condition, his vehicle's condition, his awareness of his surroundings, everything that went into his officer presence during that incident caused an individual to not attack that officer. When we talk about this, when we talk about command presence and we talk about how others see you and how that affects your safety as an officer, and alters that interaction.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – What do you want the cadets to get out of hearing, kind of, this testimony? What are the things that you're asking me as a listener to, kind of, pay attention to in this?

- APD's Response – We really use this video as reinforcement that we are expecting them as an officer to go out there and to be the public face of the department, to be a professional image that the public can count on as a professional response from a police officer in the City of Austin. I don't know if that answers your question, but we really want them to understand that our professional appearance and our professional interactions with people can either benefit or hurt our public image.

Community Panel – I think there was a component to this that worries me in terms of how this might read for cadets who are women, or don't identify as men, which is at some point he decided he couldn't win the fight. One of the things the officer had mentioned was he was just out of service or the military, kind of speaking to his bluntness. One of the concerns I have is how this reads where if you are not big and buff, and, you know, reading super masculine, which can also be read as threatening depending on the situation, that I don't know how to finish that sentence. But that you're just not going to be as successful as someone who is. Does that make sense?

- APD's Response – I don't portray the video in that manner and if that video is taken in that manner by some of the students, then I would help to dissuade them from feeling that way. There's no point in that video, or my presentation of that video, where we ever try to say that professional policing is a man's job, because it's simply not. Most, a lot of the really good communicators I know in the department are women. The view that that may be taken as that is new to me, and I appreciate your context there. If that ever does come up in the future with this video, I'll definitely have that deeper conversation, but it

hasn't come up before and I haven't had to answer that question before so I'm hoping that it's not taken in that way.

Community Panel – Because this really presented to me like I'm at a conference and we have to show a video, and we're just checking this box off, as opposed to really thinking critically about what does this add to the experience of the cadets and what can they take away and engage with. I didn't get all of that from it. But that's more the reason. Just mainly the presentation style and it could just not be from me. That's not how I learn things. But I had to say that because I just don't think this is a great video.

Community Panel – I do believe that we need more representation of storytelling from the perspective of women and people of color.

Community Panel – Do y'all have another video that can take its place, or that does that we're not seeing, that's the same first-person POV?

- APD's Response – We could definitely find one more suitable if that's the opinion of the panel. The instructor that used to teach this material with me for a long time actually reached out to Hubbs to ask him to produce this video. I don't think he was really interested in, again, it's just another normal police interaction for him. He was asked to make this video. We could definitely reach out to consider reshooting, or another video that provides better context for the information.

Community Panel – A lot of these videos, we're saying to trash the videos. I saw the public safety meeting with the city officials and community constituents around reimagining public safety and then I think there was a conversation around the cadet class in January, or the beginning of the year. With us removing these videos, you know, what is that going to look like? Because I think if the timeline is very short, I'm going to evaluate these videos different if it's January or February. So, if you would provide any insight in regards to timeline and what the process is going to look like for APD.

- APD's Response – That's a tricky question. There's talk about a possible class in March of next year. As you know, we just graduated our final class this past Friday. You're talking about approximately five months to update not only the lesson plans, but update or edit, or blur out, and some of the things that we've been discussing since May, being able to do that to these videos. I think it's possible. I guess the question is, how soon do we wrap this up and complete everything and then are giving those assignments, such as replacing the video or editing? You know, if that happens in December, then I think that's do-able based on what we have on the books. So, yes, we do have a lot to prepare for to get ready for this next class. But I think it's do-able. I'm just guessing based on the timeline I'm also guessing based on the fact that if we're going to be allowed to have a March class. March could turn into April, May, or June. Or it may even give us more time to prepare with some of the recommendations that you guys are making here.

Community Panel – I think I may be more neutral. It didn't bother me as much as. I think I could see the impact of the statement that the officer was making. I do think it could be shorter. I definitely agree with Maya's comment about how do we make it more inclusive of the range of officers and cadets.

Community Panel – I think it might be interesting to record a group of officers talking about their experiences in this area and having that group be reflective of a more diverse, just be more diverse and reflective of how or who makes up the department. I didn't have a huge

issue with this video either. I think kind of like Andrea, I was able to concentrate for the six minutes and I was able to get the takeaways.

Video #33 Tactical Communications – Sgt. Hubbs	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	I would like to hear if we are going to get these sit-down testimonial types, I would like to get more women doing these testimonials. It is important to show a range of people who are police officers. It is important to call out sexism.
2) What, if any biases did you see represented in the video?	
3) Are there any patterns in the videos you see?	It is story telling from a white male point of view.
4) What would you edit in the video?	
5) What type of video should be selected or edited to provide a more equitable lens?	It is important to show a range of people who are police officers. It is important to call out sexism. More range of storytelling from women and people of color. The video needs to be more engaging. This video does not help to get the point across. If this video was trimmed down to about 3 minutes, it may help. Find another video or reshoot and look for a way to make it more entertaining. It is important to highlight diversity when it comes to veterans.
6) Is this video content acceptable to retain in the training academy curriculum?	I think this video is not a good video. It is not engaging. It needs to be someone that is a little more dynamic. Angelica: Updated Maya: Neutral His reluctance to tell the story comes across. Preference is to get diverse officers to Miriam: Updated version or more updated Rocio: Record an updated video Andrea: Neutral Joe: Reshoot and edit to make it shorter. I am sure they can find someone else who is dynamic and diverse. Anni-Michelle – Record a group of officers recorded and have the group be reflective of a more diverse group. Be curious to see what the median is between impactful and engaging.

Community Panel Recommendations

Video #33 Tactical Communications – Sgt. Hubbs

Recommendations:

- 1. The Panel was mixed on this video. The majority recommended to remove this video and replace it with a more up to date, dynamic video and perhaps recording a group of Officers reflective of a more diverse group.***

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 11/12/2020
 1-6-2021

Explanation:

APD will removed this video and look for another video that is more current.

Video #34 Tactical Communications – Showtime LA Deputy

This video was the same video as Video #19 and had been viewed and reviewed previously by the Panel. The Panel requested that responses from the previous review be copied into this review as to not duplicate efforts.

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This is again the same as I mentioned a couple of weeks ago, the same video is used in different contexts and different aspects, but the video is basically designed to emphasize that five-step why we use the five-step, when we would use the five step and then how we can articulate that. Emphasizing that benefit of using that five-step hard style to try one last attempt to try to avoid using force, try to use the verbal skills and emphasize that verbal skills are the first option and if they fail then obviously, we have to resort to something besides verbal skills.

This video shows how like we talked about last week with the pizza shop video and the courtroom setting and how that whole interaction played out and followed up with the court testimony. This video is used for emphasizing that five step process again.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – There was quite a bit of stereotyping going on in this video. This video I've pretty sure this video is put out by the same people that put out one of the first videos we watched, which was also we called out for this very thing. In that first video they actually changed the ethnicity in the class of some of the people that were doing the reenacting in order to sort of magnify the stereotypes. I wouldn't be surprised. I don't know if these were actual cases or reenactments of hypotheticals, but that same kind of stereotyping was at work in this video.

Community Panel – There was a specific part that I didn't like, which was referencing the word "Stupidity." I don't think there should be any videos that we show calling people stupid because it's kind of immature and not what we should be training on, including all the phrases before that word stupid because that was the last one

Community Panel – I think when I was watching the video it made me realize that I do think it's important for officers, especially because we're in Austin, to have videos on training for dealing with people under the influence.

Community Panel – In addition to being like dated and hokey. The title was "Show time" and the first thing they say when they get out the door is to say show time. And then they show them in a courtroom and it's like gotcha, I went through the steps. What it loses is that authenticity and basic decency of this person of what we were wanting to do as opposed to act decent as opposed to be decent.

Community Panel – It doesn't seem to really address the reality of where, like, community and police relationships are and how police show up on the scene and so it just doesn't feel like you're training for a very different time. It doesn't feel particularly useful.

- APD's Response – One edit I would say if we're trying to make the video relevant to the modern time period, the video opens with a female on male domestic violence when

they arrive there and the officers don't do anything. I don't know what California penal code particularly back then woven tailed as far as them taking action, but here in Texas in this day and age that would not be something that we could just walk away from.

That is something we would want to edit out if we're trying to maintain relevancy in the modern era why about they made that decision not to intervene.

Community Panel – I think this goes under pattern so maybe I'm jumping the gun a little bit. But this is transactional as well. The courtroom scene seemed to be that very much sort of gotcha, see, I got over on you, defense attorney, right, because I followed the steps and that reduced my liability and now, I get to win in court, rather than presenting this as just sort of desirable inherently desirable for its own sake.

Community Panel – I think it's really important what BJ was mentioning last week or the week before that about the five steps. I liked that this video had it, I just don't like the video itself. I'm not sure how we would do that, but I know we're talking about editing the video and potentially creating some new ones. I'd like to potentially explore, if BJ and the APD team are looking into creating some new videos, were they using these five tactical communication practices or even an example of the eight, per se.

Video #34 Tactical Communications – Showtime LA Deputy	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	There is quite a bit of stereotyping in this video. Referencing the word stupidity. It should not be in any of the videos. It seems like the basis of calling the people stupid was because they were not displaying respectful behavior towards police. There is a bias there. For the woman to be referred to as stupid was problematic.
2) What, if any biases did you see represented in the video?	Gender bias, class bias. The person who he arrested a male of color.
3) Are there any patterns in the videos you see?	Dated. Us versus Them and the language used
4) What would you edit in the video?	One edit, I would say if we're trying to make the video relevant to the modern time period, the video opens with a female on male domestic violence when they arrive there and the officers don't do anything
5) What type of video should be selected or edited to provide a more equitable lens?	Them saying showtime when they got out of the car alluded to acting vs. being authentic in the work. Explore creating new videos using the 5 tactical communication practices. The first cut is better than the second cut.
6) Is this video content acceptable to retain in the training academy curriculum?	The majority of the Panel recommends eliminating this video

Video #35 Tactical Communications – Showtime Store Cam

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – We use this video again to add a little bit of humor and video to the presentation because at times it can be dry. This video is a reinforcement to show there's somebody always watching, always a video camera recording you. It's that much more important than you're always behaving in the right way. This officer enjoyed, knew the camera was there, had a little fun with it.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I think I didn't quite get the writing at the end it says like who's bad? I didn't quite get that, like in this context.

- APD's Response – It's a song lyric from the song used from Michael Jackson.

Community Panel – For some reason I kind of thought of big brother but that's just like they're always “watching you” kind of thing. To a Black man it's kind of weird, but I don't think there's a bias.

Community Panel – I think we should keep the video. I also like that it's light-hearted and I think it's good to show some of these videos to the officers.

Community Panel – I do think that wonder if it would be different in the training program or I wonder if it would be better somewhere different to start that conversation early on. I don't really have a hard opinion either way but I think it can be moved up a little bit.

Video #35 Tactical Communications – Showtime Store Cam	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Take off the writing and just do the video.
5) What type of video should be selected or edited to provide a more equitable lens?	I wonder if this would be better somewhere different in the program to start this conversation early on.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes, with the suggested changes made

Community Panel Recommendations

Video #35 Tactical Communications – Showtime Store Cam

Recommendations:

- 1. The Panel recommends keeping this video if the suggested changes are incorporated.***

The Austin Police Department concurs with the Panel’s recommendations.

The Austin Police Department does not concur with the Panel’s recommendations.

Signature Sgt. Jim Beck #2735

Date 11/12/2020

Mark Spangler

1-6-2021

Explanation:

APD will edit this video to remove the writing to focus just on the video.

Video #36 Tactical Communications – Station Fight

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This video ties back into our universal respect and dignity discussion, how these officers in this booking room showed no respect whatsoever to the individual being booked. Regardless of the reason why he was there, they were constantly demeaning in their language and tone of voice and body language.

We do point out to the students and cadets that many times the individual in the video says “don't disrespect me”. It's a simple request. It's something that we expect every single officer to display is dignity and respect to every individual they deal with. Realizing that the only thing this individual is asking for was to be shown respect, and the officers held themselves where they felt they were above the need to show this individual respect caused them to again push and push and push until the individual had had enough and they just responded in turn to their disregard for his request. It ended up in a fight and multiple officers injured and the individual being charged with other offenses all because of the officers' actions. Again, it's another what not to do video and another one of those videos from one of the television shows but it's a good example of how failing to show somebody dignity and respect can have dire consequences.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I just wanted to understand that there's kind of a layer, the first layer is the video, but then we were seeing, I think there was the layer of the music and the kind of narration, that's from the TV show.

- APD's Response – I think it's from one of those viral video shows from the late '90s, 2000s, where they add a comedic track and stupid commentary. This again is a tac comm video, but haven't been able to find the actual video that shows just the interaction itself without all the extraneous stuff.

Community Panel – It's also old and super outdated. Do you have another video that shows this situation?

- APD's Response – I'm sure one could certainly be found. It's just as I explained earlier, we're trying to find more positive interactions, more recent interactions, but it's difficult to get people to turn over videos.

Community Panel – I think the sensationalizing part of it adds a layer to it that it doesn't need. I also don't think this video is necessary in the larger context because I feel like we've had similar conversations about respect and how officers can kind of amplify a situation in a negative way or make a situation could worse in a negative way I feel like we've seen better videos already that I feel confident with to make the same point or similar points maybe that this video was trying to elicit some response and I don't think this one is necessary, but if you just have to find a new video or if you just need to have a certain number of videos I can see why this one is selected.

Community Panel – I appreciate, BJ, what you're pointing out is because he was asking for a simple request to be respected and then this is how the officers responded and pushed him to the limits and I feel like the video, the interaction may show that, but the way the

video portrays everything really undermines what you're trying to get across. I thought it was really disrespectful to the individual who was being apprehended.

Community Panel – I'm not sure if this has already been mentioned, but it's another video depicting white officers and a Black citizen. I don't like that word actually, but a Black civilian. I think we've seen, and that's also sort of like a pattern obviously that we keep talking about. I kind of want to distinguish like that general pattern and then also carve out the added pattern that I think we've seen more recently of white officers and then person of color who are demonstrating like aggression towards the officers.

Community Panel – I also think it goes on way longer than it needs to. If the advantage of watching this video, maybe advantage isn't the right word. Point of watching this video is the disrespect in the beginning, I don't think the fist fights and all of that is pertinent to the learning objective and that voice track needs to go.

Community Panel – I also see it as a lack of plan from the officers, you know, not knowing how to communicate with each other, pepper spraying each other. BJ, was there any conversation around that? Sorry, I just started eating some fries so I'm not sure if you mentioned that, but is there any conversation around group communication when it comes to apprehending the suspect?

- APD's Response – Not in this individual block. There is extensive discussion and communication as far as communication in apprehension, communication with the individual subject during apprehension.

Community Panel – I think I would be okay with it if it was possible to find the underlying video that was shortened without all the sound effects and everything and if you had subtitles so you could really understand what was going on. I do feel like there's that question of could other videos show this better. It sounds like APD has tried to find the underlying video and can't, so without those changes I definitely don't feel comfortable unless it's substantially changed, and even then, don't know if it's really needed if there are other videos that can do the job.

Video #36 Tactical Communications – Station Fight	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The soundtrack, the narration made it seem like a game. It trivialized and diminished the disrespectful to the individual.
2) What, if any biases did you see represented in the video?	It was a bias towards who gets respect and who does not. Although their (officers) behavior was not respect worthy, they still wanted respect.
3) Are there any patterns in the videos you see?	Another what not to do video. It is another outdated video. Another video with white officers and a black civilian. The added pattern of white officers and black people showing aggression towards the officer. The racial composition
4) What would you edit in the video?	Add subtitles if this video is kept. The video goes on way longer than it should have. It is about the disrespect in the beginning, it is not necessary to show the fist fight. The voice track needs to go. It shows a lack of plan for the officers, with the officers spraying each other.
5) What type of video should be selected or edited to provide a more equitable lens?	Suggest using other videos that will make a similar point. Needs to be group communication around if there are a lot of officers, do the least amount of harm to the person they are trying to restrain. The voice over/commentary needs to be cut out, along with the sound effects.
6) Is this video content acceptable to retain in the training academy curriculum?	Potentially with some edits. Rocio No, if it was possible to find the underlying video then maybe it can be kept. Andrea No too dated. Miriam Indifferent. Joe Neutral. Angelica No. Too many problems to keep. Dispose and find other videos. Anni-Michelle No. Demographics push it over. Maya

Community Panel Recommendations

Video #36 Tactical Communications – Station Fight

Recommendations:

- 1. The majority of the Panel recommended removing this video due to the demographic (racial) composition and also because it was very dated.***

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 11/12/2020
1-6-2021

Explanation:

APD agrees this video may be eliminated.

Video #37 Tactical Communications – Texas Cop Drags Grandmother from Car

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This video is another, I'm sorry, Anni, but another “what not to do” video where we have another example of an officer taking it personal that somebody didn't immediately jump to every word that that officer said. The individual was 77 years old, attempting to explain to the officer that she had a bladder infection and needed to go to the bathroom and that's why she was moving a little quickly.

The officer wouldn't hear it, wasn't willing to take the time to say, okay, let me follow you to the bathroom and then we'll talk after you're done. Didn't provide any understanding or any empathy whatsoever in his interactions with this driver and it just turned perilous for the driver and the officer. There's very much of a personal face response that we try to avoid. The officer ended up removing the driver from the vehicle and it just looks terrible. It's another, again, I'm sorry, but it's another what not to do video.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – When somebody requires medical accommodation or in a situation this lady needed to use the restroom, what generally is the directive for APD, BJ?

- APD's Response – It's just generally understanding. There is a lengthy discussion and it falls under the ethics discussion where we have what we call the letter of the law, which is exactly how the law is written as opposed to what we call the spirit of the law. If the letter of the law says you can't drive over 70 miles per hour on I-35 and you stop a driver that has this issue, that has some type of bladder infection, is going over the speed limit because they really need to get to the bathroom, well, the spirit of the law says, okay, we have an understanding, we've conveyed our need for them to drive safely. You have that option. You definitely have the option to say I understand. If you don't mind, let me grab your driver's license really quick and I'll follow you to a gas station or to your home. Use your restroom and we can talk about this afterwards. speeding or a couple of miles over the speed limit is not something I would have delayed that individual for whatsoever. It's perfectly acceptable to make that discretion call in the moment. There are obviously accommodations that are made for drivers that suffer from any type of medical classification that requires them to have modifications on their driver's license or to their vehicle. We address those on a case-by-case basis, but in this situation absolutely. Discretion is granted to the officer and it should have definitely been used in a scenario like this.

Community Panel – Do you relay that to the cadets that they should have used discretion in this video?

- APD's Response – I tell them exactly what I would have done, which is what I just explained to you which is either let her go and tell her to drive safe or again another option. I've had multiple situations where somebody had this exact thing. I've tried to rush home before to go to the bathroom, but just explain to them that you've got that option.

Community Panel – I wonder if some of these videos that were like I know they're not what not to do, another what not to do, another what not to do, could be grouped to talk about the

imbalance of power and how to address that kind of like control aspect of the situation or wonder if some of these videos that were like I know they're not what not to do, another what not to do, another what not to do, could be grouped to talk about the imbalance of power and how to address that kind of like control aspect of the situation?

Community Panel – Depending on how the group wants to go, my suggestion would be that we have this video where there's an example of a medical condition where they could have used discretion. As an add on, maybe 30 to 45 seconds more, Vimeo is a good tool or whatever tool that you use to add voiceover for discretion or whatever else tools could be used. I know it's a very large area, but specifically when it comes to medical conditions in this situation. Just explaining tactically why discretion could be used. I know you're speaking to it some, BJ, but people who are visual learners they could see that information and see specifically in this case here's 35 seconds around discretion use, when to apply and when to use your judgment and some high-level examples on when they can use it. That would just be my suggestion for an edit.

Community Panel – I think as far as what not to do videos, I think it's just it's egregious to pull some 77-year-old grandma out of her car. I think this feels weird to say, right, because I don't want anybody to be on the receiving side of that kind of violence, but I feel like it is a break from the usual racial story that we see happening again and again in these videos. I like emphasizing discretion in addition to just good behavior, period, and not going on a power trip.

Community Panel – I think I'm fine to keep it, but I do think again this overall, I think we want to cut down on the number of what not to do videos so I think we want to have a smaller proportion of those chosen carefully that you can have a bigger discussion so I think this could be a candidate for that but I do recommend that the APD take a step back and say here are the X number of videos we're going to choose so it's not this unending list of what not to do, what not to do, what not to do.

Community Panel – For every section or for every course could there be one class or a section of a class actually that's like a compilation of what the what not to do videos so that way they get the point and we don't have to sit through all of them, but you can see repetition of what not to do and then you can show what to do first. What to do and then a compilation of what not to do.

- APD's Response – That would certainly be a possibility. I don't know for all of the classes necessarily if that would necessarily fit with the kind of the instructional design and course flow, but that's definitely something we can take under consideration and take a look at. Unless it's some kind of proprietary curriculum like tac comm or the de-escalation by ICAT we do have a quite a bit of freedom. Definitely something that we can take a look at.

Community Panel – I think if the video is going to be kept along with some of the other what not to do videos, it would be helpful to be able to contrast or have them all in a defined section so that it's a point of conversation during the training, but it's not the sort of repetition of things that are going wrong.

Community Panel – Despite the fact that it is a what not to do, I think it is different in the sense that it is a good example I think for officers to see a time in which it might be appropriate to use the discretion that they have and weighing the need for enforcement in those situations like BJ was talking about. I also appreciate the difference in the

demographics of the folks in this video in terms of like who the officer is exhibiting aggression towards, both age wise and ethnicity or apparent ethnicity.

Community Panel – I would keep the video and also explicitly tell the cadets what their alternative options are. BJ, like you said, this is what I would do and then emphasizing why that is important and how they could deescalate it. Whether it be through a class exercise like you show video and are like what are your thoughts and poll the room and see if anybody says discretion that could be used and elaborate on that. That could be a way to engage the class, but just an option there.

Video #37 Tactical Communications – Texas Cop Drags Grandmother from Car	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	Another what not to do video. Loss of temper
4) What would you edit in the video?	Blur the faces. This is a “what not to do”, but there are specific things that we are wanting you to look out for. As an add on to make some animation with some voice over talking about discretion. Explain tactically how discretion could be used, with some high-level examples.
5) What type of video should be selected or edited to provide a more equitable lens?	As far as a what not to do video it is so egregious to show a 70-year-old being pulled out the car is a break from the other racial videos that we have seen. We need to see videos that show good behavior and not going on a power trip. Having a range of people helps to breaks the pattern.
6) Is this video content acceptable to retain in the training academy curriculum?	Keep it, we want to cutdown on what not to do video. Andrea Yes, keep it because she elderly and white. Miriam Yes. Maya Yes, be helpful to contrast so that it is a point of conversation so that it is not the repetition of things that are going wrong. Rocio Yes, it is different in the sense and a good example of when to use the discretion. Appreciate the demographic age wise and the ethnicity. Anni-Michelle Keep the video. Explicitly tell the officers what their options are, whether that be in a class exercise. Angelica Keep it. Joe

Video #38 Tactical Communications – Trooper Vetter

Officer Bloodworth provided context and commentary of video.

Video Summary and Context – This is another one of our SAFER videos. This is a video of a DPS trooper, Texas DPS trooper who was shot and killed in San Marcos, Texas. We use this video to highlight the necessity to take action as opposed to using their verbal skills. When the driver of the vehicle exits the vehicle with a rifle and points it directly at the trooper while he's exiting his vehicle, the Trooper Vetter continues to give verbal commands, attempting to get the individual to drop the weapon. He does not. Eventually the driver fires one round, hits Trooper Vetter in the neck and the sound you hear in the video is Trooper Vetter dying on camera.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I guess I was thinking about the similarities to watching the man commit suicide on video last time and just don't know like what permissions were given by the family to show that and to have this video played, what kind of concerns or ethical issues there are about having an officer be killed on, he's off camera, but while it's being recorded

- APD's Response – Actually, I attended a conference probably 10 or 15 years ago and Trooper Vetter's family they presented on part of it and spoke a little bit. They actually were very fine, like Dean Keller's dad, to help prevent any tragedy they were all for. I don't know if we have any formalized permission or tac comm from them explicitly, but they are absolutely good in any context of it being used.

Community Panel – When I watched this, I didn't know that whatever the noise was that was happening was Trooper Vetter, the sound of him dying, but if that was clear to others here or if that's been clear to anybody watching this, I would maybe cut the sound at that point because I don't think that's, despite his family being okay with the video being shown and things like that. I don't see that adds to the value of the video, but if others disagree then let me know, but I would cut that out.

Community Panel – Maybe this is already answered, but are we watching these sort of in chronological order of when they're shown? Is it that all of the tac comm communication stuff happens and at the end it's like here's a series of SAFER videos?

- APD's Response – The videos are alphabetized as they were sent by Judo Verbal Institute and put in the appropriate section. By no means are they displayed in numerical order in which they're displayed in the presentation. They're just alphabetized. When asked to provide the videos and the context for those videos, I sent them over as they were listed in the drive, not as they were used in the presentation. While they seem disjointed and not flowing, that's why, they're just alphabetized and not listed in order of presentation.

Community Panel – How do you normally present them? Is it the SAFER videos in a particular spot?

- APD's Response – They're kind of broken up because we come back to that SAFER concept a couple of times because we spend two days of the training, we spend a

majority of that time talking about that verbal interaction, talking about the verbal skills and how we communicate and how we can better communicate and just how to facilitate communication and interspersed almost like salt and peppered through the source are the SAFER points and how we talk about because the majority of it is talking, is verbal skill set.

Community Panel – I say no to this video with an asterisk because I think there is another video that we saw months ago that I think would be a better fit for what I read in terms of and what BJ talked about trying to understand, get the cadets to understand.

Community Panel – I do think it's important for the cadets to see that Verbal Judo is not just not always going to work. I think there's a couple of videos that are referenced here that could do more justice because the video seemed to be a bit blurry and the audio was also pretty bad, so I would just go with that.

Community Panel – I think because it's San Marcos and closer to home and it might be special significance. I don't want to detract from that. I think there should be a limit to how many of these we show again because I think it's obviously an important reality to be aware of. I almost think like this one is a little bit clearer-cut than the other ones. He literally walked out with a very large gun and just everything about his demeanor looked completely uninterested about talking. I don't know if there's more value in a more nuanced situation versus this straight-up like this person means to kill you right away.

Video #38 Tactical Communications – Trooper Vetter	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Cut the sound of Trooper Vetter dying
5) What type of video should be selected or edited to provide a more equitable lens?	None
6) Is this video content acceptable to retain in the training academy curriculum?	Neutral or indifferent. Anni-Michelle No* there is another video that may be better fit. Joe Neutral, leaning toward other videos. Miriam There are other videos that would be better. Angelica Neutral, look at other videos side by side to see which one is best. Compare it to others. Andrea Neutral, there should be a limit on how many of these that we show. Leave it to the officers to decide because it predisposes people. Maya Neutral, go through the videos that are currently in the training to see if there are videos to address that point.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Patterns
31	Another what not to do video Potentially a pattern: Do not want the videos to buy into the sassy black woman trope. The lack of grace shown to people of color versus whites
32	The pattern is a lot of older TV shows as a way of getting the point across. The pattern is bringing in outdated pop culture.
33	It is story telling from a white male point of view.
34	Us versus them mentality Dated content, old videos
35	None
36	Another what not to do video. It is another outdated video. White officers and black people showing aggression towards the officer. Over representation of Blacks as dangerous and aggressive.
37	Another “what not to do” video. Loss of temper
38	None



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



**Community Video Review Panel
Summary Report
Training Academy Videos – Tactical Communications
Videos 39, 40, 41, 42, 43, and Use of Force Videos 2 and 3
November 2, 2020**

Purpose

The purpose of this document is to provide a summary of the Community Panel Review – Training Academy Video Review Session – Tactical Communications Videos 39, 40, 41, 42, and 43, and Use of Force Videos 2 and 3.

Background

The review of selected course videos of the Austin Police Department's Cadet Academy performed by the Community Panel (Panel) continued on Monday, November 2, 2020, 5:30 p.m. to 8:30 p.m. Officers Benjamin Bloodworth and Travis Joyner (APD) continued to provide context of the videos and answer any questions posed by the Panel.

Key Recommendations and Patterns

- Video Disposition
 - Remove videos 39, 41, 42, 43 in Tactical Communications
 - Remove video 40 (but if used implement the recommendations suggested) in Tactical communications
 - Remove videos 2, and 3 in Use of Force
 - Detail for rationale on video disposition is listed at the Recommendations section for each video review.
- Patterns
 - There are numerous patterns based on the video reviews. These patterns are listed in a table in Section V of this report.

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
39	Tune Out	0:30	None
40	Vermont Booking Room Long	1:16	None
41	Vermont Booking Room Short	0:08	None
42	VJ Manor Incident	2:00	None
43	Words Don't Always Work	1:03	None
2	Elderly Woman Taken Down by Police	7:07	None
3	Excessive Force Allegations	14:09	None

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Benjamin Bloodworth	City - APD	Yes
Anni-Michelle Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Travis Joyner	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	No
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel has previously reviewed the video
3. Panel discussion.
4. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
5. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #39 Tactical Communications – Tune Out

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – The first video is a very short video. It's more of the comic relief, levity to break up the monotony of discussions that constantly occur during this class. It's in reference to what I talked about a couple of weeks ago, about having that understanding of someone's emotional state and having the empathy to understand that their anger isn't always directed at the individual officer. It's typically directed at the situation that they find themselves in or some circumstances that are out of control or being victimized or some other aspect of the interaction and not really the officer. Understanding that and having that response comes from a place of understanding as to their emotional state and not responding from our emotional state really helps. This video just adds a little bit of comedy to it but puts it in perspective.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – What's your take on this video, BJ?

- APD's Response – It is a commercial from I think Budweiser. It is a dated video. It is slightly stereotypical of a man yelling at a woman. It could be two men, it could be two women, it could be a man yelling at a woman, it could be any number of things. But provided by Verbal Judo so it is used in our course.

Community Panel – I get that we know the first stereotype with the coaching, but I even wondered is this the thing that we're trying to teach? What is the like toxic masculinity, like this is the way we deal with conflict. Yes, I know that police officers have to deal with this, but I was like is there a different way, instead of saying this is what you have to put up, is there another way to be responding or another way to talk about, it's not just tuning out, but what are we actually doing in our bodies when we are actually having to have that -- that, you know, having to receive that kind of abuse, like what else could we be doing? It didn't feel like what is it that we are actually wanting to teach as opposed to here's the stereotype of what it looks like.

Community Panel – My concern is not even just for female officers, although I think that's definitely an issue. But just how that reinforces already existing stereotypes when people go into domestic violence situations or any kind of issues with intimate partners. This is the second time the bickering or nagging wife trope has come up.

- APD's Response – I think it's interesting. I know this is not a discussion usually had with the video in the class. We have just discussed this is kind of that nagging wife, bickering wife. But, you know, the video with the pizza shop that we have seen six or seven times now, that's actually family violence here in the state of Texas. Husband with a complaint of pain. Committed actually family violence here in the state of Texas. The example in this video the wife is yelling, I think we all would have had a much different reaction to it if that had been the husband doing it to the wife. I don't necessarily think that it's the

appropriate discussion for this video per se during the course. But I think it does bring up that it's one of those areas that is ripe for discussion that this video kind of glosses over as well with that. It's something else that could be brought up. I don't think it really fits with the Tac Comm block, but it something that could be brought up with the video.

Community Panel – Is intimate family violence brought up in training for the cadets?

- APD's Response – Yes, absolutely. You can correct me, but I believe it's an entire week. Then victim services come out, they get quite a bit of training on that because it is something that we deal with a lot.

Community Panel – I think that would be a really interesting conversation to have, conversations about gender role his, right and gender role expectations and stereotypes. I'm not sure this Budweiser commercial is the video to have that conversation around particularly since it's so sort of over the top. I just want to amplify the idea that that's a conversation worth having in the academy, right? I hope that we can find some videos in order to have that conversation.

Community Panel – I think it would be useful to go back and see where the different videos come from. Seems like we've had a lot. We've had a lot of concerns about the Verbal Judo videos in general that they so that seems to be a pattern as well. The video is provided by this particular course are problematic. It would be worth going back and seeing, you know, taking a look at each video and like how many falls under some of these different course programs to then make an assessment about the suitability of some of these courses.

Community Panel – I get the point of wanting comedic relief. I'm wondering if that's better sort of provided by the trainers in a sense. I have a hard time sort of seeing that training value of these kinds of videos. You know, Budweiser commercials are famous. I don't think that I have seen a Budweiser commercial that wasn't using and abusing some cultural trope or stereotype that's negative and problematic, right? I think even if they make us laugh, that's an issue to think about. I guess what I'm wanting to say is the -- the kind of video to look for, to make serious points, is serious videos.

Video #39 Tactical Communications – Tune Out	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	I found it to be a bit masochistic, stereotypical woman yelling at man. I just don't know how a female officer entering the academy would see it. That's the first thing that I saw, I do see the comical aspect to it, I just don't find a lot of humor in masochistic behavior.
2) What, if any biases did you see represented in the video?	Felt very misogynistic and problematic
3) Are there any patterns in the videos you see?	This is the second time that I can remember that we have seen this nagging wife trope and the first one was the restaurant one that we see over and over again with the wife pulling the husband or the partner's ear. Issue with Verbal Judo Institute videos
4) What would you edit in the video?	It did not feel like what we are wanting to teach, as opposed to here's the stereotype of what it looks like. Find some videos to have that conversation. It would be interesting to have conversations about gender role his, right and gender role expectations and stereotypes.
5) What type of video should be selected or edited to provide a more equitable lens?	Go back and see where the different videos come from. We have had a lot of concerns about the Verbal Judo videos in general. Take a look at each video to see how many falls under some of these different course programs to then make an assessment about the suitability of some of these courses.
6) Is this video content acceptable to retain in the training academy curriculum?	The panel recommends not keeping this video.

Community Panel Recommendations

Video #39 Tactical Communications – Tune Out

Recommendations:

- 1. The Panel recommends not keeping this video as it uses stereotypes (misogynistic) regarding women. It would be interesting to have conversations about gender role his, right and gender role expectations and stereotypes.**
- 2. The Panel also recommends reviewing the Verbal Judo Institute videos as they seen multiple patterns/issues with these videos.**

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735
Mark Spangler

Date 11/12/2020
1-6-2021

Explanation:

APD agrees to eliminate this video.

Video #40 Tactical Communications – Vermont Booking Room Long

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – These next two videos are shown together after some discussion points. The video is from a “newsish” show, but it shows the video. The first video is actually the short portion and then we go to the long portion after they see the short portion. The order there that we are actually discussing them is reverse of how they are actually shown. The shorter video is shown and then the discussion occurs on how the class feels the officers acted, how they behaved, their response to the individual in the booking room. After that discussion occurs, we show the full-length video and have that discussion again to talk about the officer's responses. We kind of highlight the demeanor of the officers, the way, the tone, the body language, all of the demeaning characteristics of their communication with the individual and how that ultimately more than likely led to the outburst from the individual because the way that they were treating her. She even says in the video “you should not be talking down to me in that manner”. It's a good point to make of how we interact with somebody, you know, tone, body language, everything else, can really escalate the situation.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – When you show them the shorter video, which is just the interaction with the officers, is there a reason that you don't sort of start that video when the officer begins sort of the kind of communications that I think escalates the situation? Like he says something to the effect of don't open your mouth because you clearly don't understand or something like that. Is there a reason you don't start it a little bit earlier and include that? You start it basically where he's telling her to shut up. My second question is what do you see the longer video providing in terms of training that the shorter video does not?

- APD's Response – The Verbal Judo institute sets the videos. They are the ones that determined what videos they included and where those videos began, so I can't speak to the first question, Phil. As far as the second question is concerned, the longer video does show more of the interaction. It shows the belittling behavior, talking down to her, the shaking his finger at her and, you know, that parental don't open your mouth, shut up, talking down to her like a child type of behavior. The full-length video does have a lot more value to me. In demonstrating how those negative interactions can really steer that encounter in a bad direction.

Community Panel – I think that there can be in kind of striving to be, like, kind of striving for equality we're missing the point of equity. When it comes around gender-based violence. People will kind of go to a false equivalency around male aggression or female aggression and them being the same thing. When we look at how this gets played out in real life, women are most often killed by male aggression as opposed to the other way around. Does that make sense? It's often the case in domestic violence where, like, both people are angry, both partners are angry something might happen, but the end results in terms of who ends up dead tends to be the feminized body in the room.

Community Panel – I do not think that we should be using these very antiquated videos, because the country itself, we're in the same kind of place now. But the country and the way we talked about a lot of issues socially was very different in, like, a video from the '80s compared to now. Like, the lens that we see things is very different. And so even the interactions with police are very different. I could see if it was 2010, maybe even 2005 for some of the videos. But to use a video from anything in the '80s and/or '70s, it just doesn't sit right, because we're in a completely different conversation now. members of society didn't have the same rights and privileges in the '80s and we shouldn't show videos from that time and era because of the national conversation and how we view things now.

Community Panel – I'll go ahead and comment on the sensationalism, that the authors both at the beginning write and at the end. In this particular case, what bothers me is them framing it as a kind of opinion. Like, they're showing us a situation that actually has, you know, as the next section we're going to start engaging, use of force. That has statutory parameters, right. There are laws about this, right. This isn't open to having the general public decide if it's okay or not.

Community Panel – In general we don't want it to be just a matter of opinion. I'm just wondering how it plays out in the classroom. Is there some value of showing that's why I prefer to be talking about the videos together? I'm wondering what happens in the classroom when the officers talk about the video on its own. Is it because people don't necessarily seem to find anything wrong with it, but then when they see the public reaction, does it then change the conversation? It should be framed in a larger statutory framework, but it's saying what may seem acceptable actually, there's actually a very different impact. Let's hear what other people have to say, and let's take a step back and look at this more deeply. I didn't know if as a teaching method, you know, again, given the order, very focused, does it actually have some value. I don't know. Because I don't know how it plays out in the classroom, but I could see that. I'm not overly happy with the sensationalizing frame. But if it's used as a contrast and a way to dig deeper in, that gives me some pause.

Video #40 Tactical Communications – Vermont Booking Room Long	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Establishing of an inequity when the officer says things like shut up, you're not allowed to talk at all, that's clearly sort of gendered in this situation. It's a kind of male assertion of male power.
2) What, if any biases did you see represented in the video?	The officers are talking down and being paternalistic. There is also gender dynamics working here as well and the way in which the officers are kind of asserting an inequity. It is not just a bias that is clearly present here, it's a kind of an establishing of an inequity when the officer says things like shut up, you're not allowed to talk at all, that's clearly sort of gendered in this situation and it's an assertion of male power.

Video #40 Tactical Communications – Vermont Booking Room Long	
Questions	Community Panel's Responses
	In striving for equality, we're missing the point of equity when it comes around gender-based violence. There is a false equivalency around male aggression or female aggression and them being the same thing. When we look at how this gets played out in real life, women are most often killed by male aggression as opposed to the other way
3) Are there any patterns in the videos you see?	
4) What would you edit in the video?	<p>the</p> <p>vide</p> <p>Cut out the news stuff and show the entirety of the actual footage.</p> <p>Show the short video first but start it earlier</p>
5) What type of video should be selected or edited to provide a more equitable lens?	A selection of up-to-date videos
6) Is this video content acceptable to retain in the training academy curriculum?	<p>There is some value in keeping this video because it is grounded in the cultural narrative about gender. Phil</p> <p>Potentially flagging the responses to see if there are any problematic responses. More negative feedback than positive. Angelica</p> <p>No, portrayal and treatment of woman. Rocio</p> <p>No. Andrea</p> <p>No. Not for keeping it as is. Maya</p>

Video #40 Tactical Communications – Vermont Booking Room Long	
Questions	Community Panel's Responses
	No. If it is kept, I would agree with the cuts. Joe I question the effectiveness of showing it this way. I really do not know the conversation around showing it back-to-back. No. Miriam

Community Panel Recommendations

Video #40 Tactical Communications – Vermont Booking Room Long

Recommendation:

1. The majority of the panelist voted not to keep this video. If the video is kept, use the differences in the officer's perceptions and perspectives to really dig into the questions of how to be effective and what sorts of practices are effective, and what sorts of practices are ineffective or problematic. Flag the responses of the cadets to see if there are any problematic responses, test and evaluate to see if somebody is showing some signs that they wouldn't be a good cop, etc. Not overly happy with the sensationalizing.

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735 Date 11/12/2020
Mark Spangler 1-6-2021

Explanation:

APD agrees this video may be eliminated.

Video #41 Tactical Communications – Vermont Booking Room Short

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This is the same video as Video 40 but shorter.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – When you discuss this video, the way you're talking about, do you discuss the way in which these officers respond to the woman in a way that's clearly grounded in her being a woman? Is that part of the conversation?

- APD's Response – Not at all, Phil. The gender has no discussion and no bearing on the discussion, simply because the response is outrageous and the response would have been outrageous were it a man. The response would have been outrageous were it a child. The response is what we focus on, regardless of the individual's actions, regardless of the individual's gender, the officer's actions are clearly unacceptable. We focus on those responses, those actions that led up to the interaction. The discussion of her gender has never occurred.

Community Panel – I think that kind of framework going in does a disservice potentially to the officers by not allowing them to even contemplate gender in this situation, or if there was a difference in gender in this situation. I think it would be this is kind of similar to what I mentioned before. It could be worthwhile to even just bring it up to see if people can see that, and just to spur some more conversation, like Phil was talking about, because we know that there is a difference in how people sometimes react to women being assertive, or showing emotion. I think it would, I may be swayed, you know, depending on how this conversation goes. But I do think it's doing a disservice to not even bring up that, and to allow people to go to that door and to just keep it closed, you know?

- APD's Response – I feel like I completely understand what you're saying. Had there been some explicit, like you said, Phil, had there been something where he actually did say shut up, woman. That would have been a completely different dynamic. Like you pointed out, the video is extremely dated. That type of policing doesn't is far from acceptable. In my experience, it is far from prevalent in the Austin Police Department. Had there been explicit display of bias against women in that video, more obvious like you said, stupid woman, if he had said something like that instead of just the way he interacted with her, then a point would have been made about the interaction based on gender. But as there was nothing explicit in the words that he chose, it was more just his tone and his body language, that was more addressed than the actual words that he used.

Community Panel – When we're talking about race, it's sometimes not overt. It's very under cover in terms of how people show racism. When we're talking about homophobia and transphobia, it's pervasive. Is that the word I'm thinking of? It's under the table. People aren't overtly saying the N word. Some people do. But stuff like that. It's other things that

people do to not show it. I'm not saying you have to use that conversation or not, but, you know, I do think when we're talking about sexism and things like that, and gender discrimination, we have to think about the more pervasive forms of it, of how it's ingrained in our culture every day as opposed to the more overt things that people may say towards women.

Video #41 Tactical Communications – Vermont Booking Room Short	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The officers would have acted differently and would not have escalated in the same way if it was not a woman. The way he talked to her was inexplicable.
2) What, if any biases did you see represented in the video?	That kind of framework does a disservice potentially to the officers by not allowing them to even contemplate gender in this situation, or if there was a difference in gender in this situation. It could be worthwhile to even just bring it up to see if people can see that, and just to spur some more conversation. There is a difference in how people sometimes react to women being assertive or showing emotion. When we're talking about race, it's sometimes not overt. It is very under cover in terms of how people show racism. When we are talking about homophobia and transphobia, it is under the table. People are not overtly saying the N word. It is other things that people do to not show it. I do think when we're talking about sexism and things like that, and gender discrimination, we have to think about the more pervasive forms of it, of how it's ingrained in our culture every day as opposed to the more overt things that people may say towards women.
3) Are there any patterns in the videos you see?	Another what not to do video.
4) What would you edit in the video?	The short video is too short and the long video is too long. Cut out the news stuff and show the entirety of the actual footage. Show the short video first but start it earlier.
5) What type of video should be selected or edited to provide a more equitable lens?	A selection of up-to-date videos. We should not be using these very antiquated videos, because the country itself is in the same kind of place now, but the country and the way we talk about a lot of issues socially was very different in a video from the '80s compared to now. The lens that we see things is vastly different and the interactions with police are quite different. Members of society didn't have the same rights and privileges in the '80s and we shouldn't show videos from that time and era because of the national conversation and how we view things now.
6) Is this video content acceptable to retain in the training academy curriculum?	The Panel does not want to keep this video.

Community Panel Recommendations

Video #41 Tactical Communications – Vermont Booking Room Short

Recommendation:

- 1. The Panel recommends removing this video as another example of a "what not to do" video and is outdated/old.***

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735

Date 11/12/2020

Mark Spangler

1-6-2021

Explanation:

APD agrees this video may be eliminated.

Video #42 Tactical Communications – VJ Manor Incident

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This was a video added by APD. This is definitely an older video. This was when we first started getting the VHS in-car camera systems. This video was captured in the City of Austin by an Austin police officer who taught Verbal Judo and added this video. During the video, it's difficult to make out what's going on, but the officer, they got a call for service at an apartment complex. The officer was talking to several individuals. The officer observed some physical characteristics of an individual that appeared to be contemplating fleeing or evading the police. We use this video when we talk about body language, and reading that whole message that somebody is sending out, not necessarily just focusing on the words. In the video, all the words the individual was using were fine. He was saying yeah, no problem. I'm compliant. Except the body language was telling the officer something different. He failed to realize that in time, even though he took note of it. He did not take any action. The individual ended up running and attempting to evade from the officers. The video is mainly pointing out that body language can sometimes differ from the words that are used, and we need to pay attention to those differences.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Maybe other people saw this a little bit more direct or clear, but for the longest time, I didn't know where I was looking until I saw someone start running. When you're talking about the body language, how do you get what you are trying to teach conveyed by this particular video? Because it's hard to see the bodies.

- APD's Response – I understand what you're saying, Joe. Honestly, this video could be an audio clip, because the most important thing is that the officer takes note of the body language and starts commenting, and specifically mentions that your words are saying one thing, but your body is telling me something different. It's more about what that officer sees and verbalizes that there's a conflict there between the body language that he's seeing and the words that the individual is using. Realizing that difference is there and then responding to that difference is the whole point of this. It doesn't matter, it's never mattered that we couldn't see the body language of the individuals, because it's such a grainy video. Honestly, if we wanted to cut the video and use just the audio, that would be perfectly acceptable. It would still get the same point across of the body language being recognized and responded to.

Community Panel – As a follow-up, I understand that. I think maybe if you could amplify a little bit, because I think all I remember him saying was, you're making me nervous. I thought the police officer was like, you're making me nervous. I couldn't tell what he was referring to until the person ran away. I thought this was going to be more an issue of the officer escalating something. I was having a hard time understanding the context. So maybe you could talk a little bit more. What is the audio piece -- what is it that the officer is saying that helps build that case?

- APD's Response – True. In the video, the officer mentions multiple times, he asks the individual to sit down. He keeps looking around. He keeps looking around in a manner that indicated to that officer he was potentially going to flee. Again, the body language and the way that the individual, there's a lot of backstory to the video. Like I said, the officer that was a part of the video was a tac comm instructor for a long time. The individual removed a cigarette from behind his ear, put it on the sidewalk next to him, gave a lot of indicators he was not wanting to be there talking to that police officer, which is acceptable. Everybody is not comfortable talking to the police for any reason. He gave a lot of indicators that he was wanting to flee from the scene, and that officer picked up on those.

Community Panel – If I'm understanding correctly, I sort of agree with you that if this were made an audio clip it might actually be easier to understand, for us and the cadets, because there wouldn't be the distraction of trying to see what's going on and not being able to do that so you would just be focused on the verbal. But I have the same problem. I was trying to see. I'm wanting to make sure that I'm understanding correctly that basically, you're wanting the cadets to see that this officer signals verbally to the person that he's seeing the body language from that he's aware of that body language, and he's calling out the discrepancy between the body language and what the guy is saying and that's sort of the main thing you want the cadets to notice.

Community Panel – I think the problem with the video was I couldn't observe a whole lot in the video. I'm going to agree that this would be better as a sound bite, and then people can put their full attention to the interaction, because the only note I had on this video was what am I watching and a question mark.

Community Panel – It's going to be one of those videos where you remove what you can see and it's a black screen and people speaking. If they could add audio, I have a hearing disability on my left ear, and I had a hard time listening to it. I had to use speakers to be able to hear the video properly.

Community Panel – I could make a case for body language is from the eyes of the beholder and how we in terms of nonverbal cues and things like that. My reaction, my friends may know that because they know me. But if someone else saw me and my nonverbal cues could be giving something completely different because of their own lived experiences and where they're coming from and what they were taught. If we're teaching people or cadets this is what this means in this context, I don't know if that's necessarily adding or if that's benefiting the police officer or just sometimes continuing to sow distrust between police officers and community.

Community Panel – It's a very complex and nuanced conversation to have, because a lot of reading of body language is also kind of trusting your gut. How does that align with biases and, kind of, racial teachings that we've all kind of grown up on, and how do we check ourselves on that so we're not making these sweeping, kind of, assumptions about people when, like Joe just talked about? There's plenty of other feasible reasons why somebody would act a certain way.

Video #42 Tactical Communications – VJ Manor Incident	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	<p>I could not observe a lot in the video. Sweeping assumptions around how people will respond a certain way. If you are going to have a conversation around body language, it cannot be one sided in its execution. It is hard to think that this conversation can be fruitful if it is showing one part of a conversation.</p> <p>In terms of community and what people are bringing with their lived experiences, and things that have been passed down, it's not far-fetched for someone to be talking to an officer and potentially looking around for someone else. A case could be made that body language is from the eyes of the beholder. This could continue to sow distrust between police officers and community. How does that align with biases and racial teachings that we have all grown up on? How do we check ourselves on that so we're not making these sweeping assumptions about people when there's plenty of other feasible reasons why somebody would act a certain way?</p>
3) Are there any patterns in the videos you see?	Older video, not great quality hard to interpret. The assumptions and biases in place.
4) What would you edit in the video?	Just audio and no video. Add subtitles. Add captions whether it is audio or video. If this were made an audio clip it might actually be easier to understand, for us and the cadets, because there wouldn't be the distraction of trying to see what's going on and not being able to do that, so you would just be focused on the verbal.
5) What type of video should be selected or edited to provide a more equitable lens?	<p>This video is one sided in the execution. Add a video that is not from the police and add the nuance in it and talk about it with this lesson. This video does not account for the experiences of community who now have seen countless videos of police officers treating community members with force -- brutal force, or kids.</p> <p>Select up to date videos, not an old one.</p>

Video #42 Tactical Communications – VJ Manor Incident	
Questions	Community Panel's Responses
6) Is this video content acceptable to retain in the training academy curriculum?	<p>The value is that the officer was calling out that reading of body language. Officers will read body language and they should call out their interpretation not just make silent judgements based on their interpretation. Using it in this way is the only way I would approve it.</p> <p>No. Miriam In the current form No. Joe No. Angelica No. Andrea No. Rocio No. Maya Phil: Yes. Phil No. Anni-Michelle</p>

Community Panel Recommendations

Video #42 Tactical Communications – VJ Manor Incident

Recommendation:

- 1. No, most of the panel believes that this video should not be used. It is recommended that up to date videos are selected. If this video was to be used, the audio should be used only, with captions and subtitles. Add a video that is not from the police, add the nuance in it and talk about it with this lesson for it to create a more equitable lens for the cadets to see through.***

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735

Date 11/12/2020

Mark Spangler

1-6-2021

Explanation:

APD agrees to use the audio for this video and will look for a non-police related video to use as a more equitable lens for cadet discussion.

Video #43 Tactical Communications – Words Don't Always Work

Officer Bloodworth provided context and commentary of this video.

Video Summary and Context – This video is another one of those safer videos like I explained earlier that we use this video to just show that there are going to be times where your verbal skills simply aren't going to work as an officer and each one of these videos an individual attacks the officer with no real provocation. Like we talked about with the previous video where we looked for that predatory and that body language telling us that they are going to attack, there's a lot of that displayed in this video as well. Just another video that we use to show the safer concept.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I hate to backtrack, I put it in the chat. I mean like at least two or three of the videos that we just covered were what not to do videos. Could you just kind of insert that into the pattern of piece of it?

Community Panel – The first video and the one that sticks out in my mind after this string, I wonder if we didn't see one of these videos earlier? I don't know if there was a repeat or not or if it just looked really similar to another video that we watched. The first video off the bat was a black male punching a white police officer. Where are my notes? I'm sorry, it seems to be perpetuating that racial story that we keep seeing over and over again.

Community Panel – I think one point earlier on, just recently, we had like somebody suggested like instead of having these relentless videos showing like what not to do or showing the violence, right, showing the violence that could be perpetrated against police and then creating that sense of harm and dread, would it be better to have a compilation, right? Either a compilation of what not to do's or the compilation of threats against the police. Would putting it together and showing it in one shot be better than kind of having it sprinkled throughout and having it be a drum beat. I was kind of curious now that we actually have this as an example of doing it this way, how do people feel? Do we feel like it would be, you know, do it once and get it over with and make that point?

Community Panel – I think that sort of steady drum beat of videos that seem aimed at making the officers feel afraid, making the officers feel like at any moment is problematic. But also, this video with the kind of compilation of people punching officers in the face, right, one after another, I'm struggling here a little bit. Maybe I should have waited. Here's how I will try to sum this up. This seems to me to be sort of unnecessary. Except to sort of hammer home the idea that you are not safe out there. I wonder how much that we see everywhere hammering home of that idea contributes to the unwarranted escalation of force every. Part of the reason I don't think this video is necessary, because it's not showing verbal communication breaking down. It's just shots of random violence. I don't know that the cadets need to be told that when somebody punches them in the face, don't try to talk their way out of it, right?

- APD's Response – I agree with you, Phil, you wouldn't think something that anybody would need any training or explanation on. I think all of us that have worked with cadets

either on practical role-playing scenarios or defensive tactics or anything like that, there are absolutely some people that do need to be very explicitly told and trained. When someone swings at you, fights you, pulls a weapon, things along those lines, words are no longer working we need to take action. That is something that we have seen historically from the nine years at the training academy, 22, 23 cadet classes up to the last group that just graduated. It's not hugely wide-spread, but it absolutely is something that we do see.

Community Panel – I'm going to say no to this video because it has a lot of the things that we have already said we would like to move away from. I do think we've, some of this has been accomplished in some of the other videos that we've seen. In terms of sometimes words you've got to use action, that whole thing, that I think showed the clip maybe a little bit longer. We may have said no for the context of what it was used for, but I think I would appreciate if there was a lot more context in the videos and not just you randomly see someone attacking a police officer. I guess it would be helpful for someone to know, like, you know, sometimes you can no longer like try to deescalate, whatever, whatever. But in this one, it just seems like a mashup of like when people attack police officers as like a TV show and I don't think that framing of it is helpful to the cadets or to the community.

Video #43 Tactical Communications – Words Don't Always Work	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The way it started perpetuated the racial story that we see repeatedly. Would it be better to have a compilation of what not to do, rather than have it sprinkled throughout the videos?
2) What, if any biases did you see represented in the video?	
3) Are there any patterns in the videos you see?	This is video hammers home the idea that you are not safe out there. How much of that hammering home of that idea contributes to the unwarranted escalation of force everywhere? There is a pattern of videos that seemed aimed at making officers feel afraid. Us versus them pattern. Another what not to do videos. Another video that is not blurred.
4) What would you edit in the video?	Blur the faces, do not use names and inappropriate language right in front of the child.
5) What type of video should be selected or edited to provide a more equitable lens?	A lot more context is needed in the videos instead of someone randomly attacking a police officer, that kind of narrative is not good for the community. This video is not necessary, because it does not show the verbal communication breaking down. It is just random violence.

Video #43 Tactical Communications – Words Don’t Always Work	
Questions	Community Panel’s Responses
6) Is this video content acceptable to retain in the training academy curriculum?	No, to the video if there a lot more context in the videos instead of someone randomly attacking a police officer. Joe No. Maya No, because of the type of video. What Gary raised is addressed in this video. Angelica No. Andrea No. Miriam No. Anni-Michelle No. Rocio

Community Panel Recommendations

Video #43 Tactical Communications – Words Don’t Always Work

Recommendation:

1. The Panel recommends removing this video. The patterns seem to at making officers afraid, is another example of a “what not to do” video, and faces are not blurred. Videos should be selected that offer a lot more context, instead of someone randomly attacking a police officer, that kind of narrative is not good for the community.

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Sgt. Jim Beck #2735

Date 11/12/2020

Mark Spangler

1-6-2021

Explanation:

APD agrees this video may be eliminated.

Video #2 Use of Force – Elderly Woman Taken Down by Police

Officer Joyner provided context and commentary of video.

Video Summary and Context – This video kicks off at the beginning of use of force response to resistance week. This is one of the first videos we show during that block. What I ask the cadets to do is watch the video, take out their note pad, their pen, write down what they see in the video, what they observe in the video, you know, whether they think the officer's actions are reasonable or excessive and not necessarily looking at it from a cadet's or an officer's point of view just who they are as an individual.

What they think. There's a lot of points we go into with this. I kind of open it up to an open conversation, but I make sure that some of the points we cover are the appearance of force and just how that is viewed by the public, how it's viewed by us. Separating kind of an emotional response to what we're seeing versus the actions of the individual we're dealing with, the actions of the officer in a more objective sense. We talk about expectations here at APD versus sometimes state law and how those can differ. We talk about officer subjective factors and how those can change the situation, the dynamics of the of the officer, the dynamics of the person they are dealing with.

Then we talk about how we kind of view force and when we're talking about options, after they've kind of viewed the video and given their perception of what they saw, I kind of let them explain, you know, how they would handle the situation and what they think the best response would be. We not only talk about the different views in the room that each individual cadet has, we talk about how they would think it should be handled best and how that looks different for a lot of different cadets across the room. We kind of talk about viewing force not so much from how you would handle it or what specific tool or tactic or technique that you chose, but whether that response is reasonable and within policy and things like that.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – When it comes to the knife situation with the elderly woman, what's your general advice Travis that you provide? I'm sure there's suggestions but what's the answer provided by the trainer, which is you, for this section?

- APD's Response – You know, again this block is kind of dealing more with the force. We do get into a discussion about tactics. When they have this, they haven't had the block on edge weapons defense yet where we kind of go in-depth on lot of those topics. We don't get too deep in the water on tactics. When you do talk about creating space, different things like are there other people around that I need to take into account, is this person by themselves, do I need to close the distance with them, can I get away, is there some type of immediacy. We discuss the different tactics, some talk about using hands-on techniques, some talk about using tasers, pepper spray, a baton. We kind of get into tactics like that more in edge weapons defense, but probably a taser if did they are forced to take action if you are asking about like a specific tool that would be used in that situation.

Community Panel – There is room for the training academy to sort of think more fully in terms of pedagogy for adult learners. I think this is a really good example of that. I just wanted to call that out. Then I have a question. My question is so in your conversation about this, does the fact that the people around the woman that had the knife don't seem to be concerned about her having a knife and yet the officers immediately are. Is that part of the conversation that typically comes up? Is there a discussion around that perception of threat that so clearly differs between the officers and the other people sort of around the woman in that situation?

- APD's Response – Yeah that definitely comes up, Phil. One of the things that typically comes up, we go into that like well, why are the police here in the first place? Unfortunately, with this one I don't have a lot of back story on it. I just know that they were called there because this individual was threatening people with a knife in the parking lot. I don't have a lot of information on it. We do talk about that. Like, you know, why are the police being called here in the first place, why are the individuals involved, whether they know this person or not, is that something to take into account, do they have family members there that could talk to them? Is this like a stranger to all of these people?

Community Panel – I want this video to be shown instead of pieces of that crisis intervention all of that like rich knowledge of how do you deal with an older person with dementia, we saw, you know we saw interactions with people wielding knives that didn't result in a complete and total take down and a bloody back of their head. Those are a few of the thoughts that came up for me in watching this video. How does that play into what the discussion looks like?

- APD's Response – In this block, we do try and gear, we have a discussion beforehand about, you know, communication strategies, mental health, tactics as far as creating distance. Honestly, we do talk about that. But it's not the focus. The reason I say that is because, you know, this week is all about, you know, the kind of understanding what different levels of resistance are and kind of what is and isn't an appropriate response for this instance. So, you know, those blocks are covered. As far as scheduling, I don't know maybe Eve can answer whether they've had that CIT block prior to this or after this, I'm not sure on the schedule.

Community Panel – I think one of the detriments of all of this is training that APD does, it sounds like they are very siloed. I think their work would be a lot easier if it complimented each other better and build upon each other a lot better. Because then somebody else could be shown through a different lens and helped expounded upon through that lens that you are talking about. I just notice that it's like I don't teach that, because I don't know nothing about it. That's cool, I'm not saying that's a bad thing for a different organization but I think with training specifically, it would, I think, benefit to at least know, okay, so y'all are showing this video, well, if I show the same video, I can break it down a little bit easier so when you go to the next course or the next week, it will be a lot easier to digest.

Community Panel – I feel conflicted with the video because I think it's very egregious what happens when the elderly lady falling and bleeding out on the back of her head. I also think about, you know, my experiences with people charging me with like a knife, right, like I mentioned my stepdad was a cop. We talked a lot about people charging at you with a knife. The first thing is trying to self-defend yourself and the tactical use of force that was

used here was excessive. So, you know, as new cadets in the academy, I think whenever they are trying to learn to protect themselves, they could make this mistake of using excessive use of force and believe that, you know, they are defending themselves when really there could have been other tactics that could have been used. I understand it's not utilized in that form, but I do think there could be some benefit if the conversation was expanded. So that's why I'm conflicted, but I do think that it's very egregious video. But I think due to that fact, there could be some value in keeping it.

Community Panel – I mean calling it back to where the previous videos we've seen, who gets empathy, who gets the benefit of the doubt, who gets to tell their story and who is charged upon within seconds of police arrival without conversation, I feel like it doesn't just teach a particular thing, it is devoid all of the conversation that may have been had prior to this about checking more into the, you know, using all of those CIT skills to determine what's actually going on. For me if it's not being used that way, if it's not using it, because it was egregious, it was totally egregious, I'm not entirely sure, Travis, is this taught as a what not to do? Or is it not?

- APD's Response – So again, like I think that you have to separate two different things. You know, you could talk about the tactics leading up to it. The difference between that like pre-force issues, communication tactics things like that, then the actual application of force. It wouldn't be a what not to do when you are talking about the actual application of force. We go into the difference between kind of our expectations at APD because by law, I mean, by state law and in Texas, that could potentially be a deadly force threat. Obviously, we talk about factors of, you know, I think you all brought up her mobility, things like that, and whether that person actually is or isn't not kind of seeing things in definite terms like that, that officer chose to use lesser means. We talk about the perception that really no force option is going to look good. If you taser her, she's going to fall and probably hit her head the same way. If you utilize some type of impact weapon, probably going to have the same result. If you utilize a take down like the officer chose to, you know, it's probably going to result in an injury. If you hit her with a baton, probably going to result in serious injury. So, you know, it's not necessarily like right or wrong what she did. We just let them think about the options and kind of the perception of that.
- APD's Response – I just wanted to get to the point about context. That's actually I want to say the 8th slide in my PowerPoint is that we can't divorce the situation from the context. We have to look at the totality of the circumstance. So that is absolutely something we cover with the cadets. It's just that's in a, you know, different part of this presentation from where this video is, just for reference

Community Panel – A lot of these videos that we have seen that include force in some capacity are at the detriment to people of color, specifically like black people.

Community Panel – I do appreciate the adult learning, education format that you've put together, Travis. I just feel like this video is too traumatic and just for all of the reasons that people have laid out. That doesn't work as the example to use.

Community Panel – I would like to make sure that for other videos there, I have just seen of lack of representation of elders in the video. I think it's important like one video we did see was an elderly white woman who was taken out of her car. It's a different experience than this woman who was slammed to the ground. However, there was a use of a knife in this

video. I liked this video due to the fact that there was a knife being utilized, but I didn't like the excessive use of force. Since it's not being used in tactical, more in how to use weapons, I don't think we should keep it.

Video #2 Use of Force – Elderly Woman Taken Down by Police	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	This video is very egregious what with the elderly woman falling and bleeding out. The conversation around who gets empathy needs to be had. Use the CIT skills to find out what is going on. Treating this as if a person with a knife is the same as someone else with a knife is an inequity. There is a kind of abstraction from context that is inherently inequitable.
2) What, if any biases did you see represented in the video?	When cadets are being trained, they could think that excessive force is the choice, when there are other options
3) Are there any patterns in the videos you see?	It is a response in situations that seem to separate it from the context. One of the detriments/patterns is that these videos are siloed. It would be better if the instructors work together, with training specifically, it would benefit if they show the same video, to tie it together so that what the cadets go through can build upon what they have already learned and are doing.
4) What would you edit in the video?	It is troubling that a lot of videos that we see that use force are with people of color, specifically black people. Do not want to see videos that are to the detriment of the black community. Training siloed across APD.
5) What type of video should be selected or edited to provide a more equitable lens?	Talk about expectations at APD. Talk about how we view force. Talk about how they think they should best handle these scenarios. Create Space to discuss different techniques, taser and non-lethal methods. Is there a discussion around the perception of threat? Try to gear the conversation towards what is appropriate and what is not appropriate.
6) Is this video content acceptable to retain in the training academy curriculum?	No. It does not help the community, nor the police officers to see black people in this position. Joe No. Andrea No. Rocio No. Miriam No, would like to make sure there is a representation of elderly. Angelica No. Anni-Michelle No. Phil No. Maya

Community Panel Recommendations

Video #2 Use of Force – Elderly Woman Taken Down by Police

Recommendations:

- 1. The Panel recommends removing this video. Try to find a video that gears the conversation towards what is appropriate and what is not appropriate. The Panel does not want to see video that are to the detriment of the Black community.**
- 2. The Panel also recommends that the APD Academy instructors work closely together and across subject to coordinate the messages regarding the videos to make the training flow better.**

 X The Austin Police Department concurs with the Panel's recommendations.

 The Austin Police Department does not concur with the Panel's recommendations.

Signature Richard Egal #3936
Mark Spangler

Date 1/4/21
1-6-2021

Explanation:

The Department agrees to remove this video and find another that more adequately meets the learning objectives while taking the panel's recommendations into consideration.

Video #3 Use of Force – Excessive Force Allegations

Officer Joyner provided context and commentary of video.

Video Summary and Context – There's kind of like three videos mixed in to one real long video, so there's a whole lot to unpack with this. We talk about excessive force, some of the factors behind it, some of the things we can be mindful of, perceptions, different use of tools, what the proper use and improper use is, giving people reasonable amounts of time to comply. A lot of areas like that. But it's mainly, again, a lot of it is just open discussion. I kind of open it up to the cadets and I let them talk about what they observed, what they felt about the videos and then we kind of talk about some of the specifics in each one and kind of have an open discussion.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Were the people were described as large Samoans? I'm pretty sure it was large Samoans, but it's irrelevant. The people who received the excessive force were all people of color, were they not?

Community Panel – I wonder if there is more context, if there is a little bit more nuance, but this is a completely different, I'm getting lost in the modules and the learning objectives here. If we do it with all of the other, if we do away with all of the other examples, and just want to do one, drive home the point, there's excessive force used on communities of color, this is a compilation, and get rid of all of the other ones.

Community Panel – The news video is ridiculous. But my question for Travis is any part of this conversation about the fact that the two examples that are used here are about perhaps about stopping a vehicle they suspect of having illegal immigrants, if that's the crime involved there, right? The second one is, it just seems to be in California, I don't know what language they use, but I'm assuming it's probably like it is in Texas a misdemeanor to have a party that's too loud and you would be fined for that. Yet in both cases they are beating people up and arresting them.

- APD's Response – I guess you are saying do we have a conversation about the initial reason for contact like the severity of the crime versus, you know, the outcome here? We do talk about that this week, you know, taking into account like the nature of the offense and what our reason for contact is and, you know, how to balance that out with a reasonable response to what we are doing. It's not necessarily addressed in this specific video, though.

Community Panel – This video is coming back to me. This is the one that had all of that really problematic language of all of these bad things happen to these officers because a camera was turned on them. Which I think is egregious, number one we don't want officers to act just because a camera is trained on them. Number two, it literally incentivizes officers deterring people from capturing them on film or to mess with film mechanisms that they

already have, because according to this video, that's the only way that they are taken to task because nobody actually believes citizens when they say the officers acted badly.

Community Panel – A couple of things that I noticed from this video around the language was basically that none of the officers were held to account. Specifically, I think one of them was removed. But for the immigration situation where they were saying it was within policy. It made me question ethics. Where even though something may be within policy or that's the stance, whether if it's justified or not and, you know, we're seeing this, we hear this national conversation of if something is within policy or not, you know, the union backing officers no matter what, right? Even though something just is horrific, that's what I got to see from this video that there was a constant conversation about, you know, people being suspended but still keeping their jobs. Maybe one person here and there gets fired. It seemed to me from the video it was more negative to have the camera on than off.

Community Panel – There was only one comment where it could have been portrayed positively where they were saying, you know, it prevents lawsuits, right, because you have the camera for identification purposes, but it seemed like they were kind of dogging the fact that there were cameras, right, that records this bad behavior that officers have. There was no example of when a camera could benefit a police officer. Even though I'm sure there are situations like that, but we don't see it at all in this video. To Maya's point it was just egregious that every single situation was around, you know, brutal treatment and horrifying communities of color.

Community Panel – A good example of what I was just talking about earlier, how more current videos will hopefully do a better job of adding to the nuance to this conversation.

I think the nuances of that level of conversation will be different in the reporting, the people who centered, making sure their voices are captured and things like that. I just don't want to rely on videos like this just because they are easy to find. The level, the focus, the production of the story just can't up to par because the conversation has moved past what this video is showing. Because I would hope, this is giving, you know, different organizations, media organizations a lot of leeway, but I would hope that at least someone would point out the fact that, you know, a lot of these people who were at the hands of this police misconduct, I would say, are people of color and talk about that lens, you know, and talk about the issue.

Community Panel – I just want videos that are current or are a bit more current because I think the national conversation around race, police brutality, and a host of other things and -- a host of other things -- let me just stop there, become a little bit more present when talking about like the intersections of the people who are at the receiving ends of like police misconduct, you know? Then also part of -- this really isn't under this purview, but I think that it's important to know, like talking about the issue of body cam footage has just become more available because now a lot more police officers have to wear it.

Video #3 Use of Force – Excessive Force Allegations	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The comment about the large Samoan There is an excessive use of force used on people of color, this is a compilation.
2) What, if any biases did you see represented in the video?	The people who received the excessive force were all people of color.
3) Are there any patterns in the videos you see?	<p>This an MSNBC thing, which people may disregard whether it's biased media or not. Cadets may have a particular lean, that it will be easy to disregard what they are offering up.</p> <p>Accountability Pattern: Even when the conduct is clearly wrong, large police officers are still not held accountable. None of the officers were held to account. There was a constant conversation about being suspended but keeping their job. There was only one comment that could have been positive, but it seemed as if they were dogging having video. It was egregious that it was around brutalizing people of color.</p> <p>Us versus Them. The focus is not on use of force, but the focus is on the fact the officer was caught on camera. It helps them if it makes their case but hurts them if they are caught out of line.</p> <p>Patterns in the news story (Look at Phil's transcript. It has very little training value. Instead of look at the structural dynamics it looks at Here are some good cops versus bad cops. Over representation of people of color (Samoans).</p>
4) What would you edit in the video?	<p>More current videos will do a better job of adding to the nuance of this conversation. Do not want to rely on videos like this just because they are easier to find. I would like to see the conversation move to the fact that the people who are in these interactions are people of color. Do not see the benefit this video because it does not call out these patterns. There's just no point to the video of any of this except for the video that was captured by onlookers' cameras. We could get rid of everything else, because the commentary is ridiculous. The news video is ridiculous</p>

Video #3 Use of Force – Excessive Force Allegations	
Questions	Community Panel's Responses
5) What type of video should be selected or edited to provide a more equitable lens?	Video that has not been taken from a news clip. More current videos will do a better job of adding to the nuance of this conversation. The national conversation around race and police brutality needs to be had more when we talk about the intersections of people that are impacted by police misconduct
6) Is this video content acceptable to retain in the training academy curriculum?	No. Rocio No. Angelica No. Miriam No. Andrea No. Phil No. Anni-Michelle No. Joe No. Maya

Community Panel Recommendations

Video #3 Use of Force – Excessive Force Allegations

Recommendation:

1. No, the panel recommends not using this video. Choose videos that are not taken from news clips. Do a better job of adding to the nuance of this conversation. The national conversation around race and police brutality needs to be had more when we talk about the intersections of people that are impacted by police misconduct.

 X The Austin Police Department concurs with the Panel's recommendations.

 The Austin Police Department does not concur with the Panel's recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The Department agrees to remove this video and find another video that is not taken from a news clip that more adequately demonstrates the learning objectives.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Patterns
39	This is the second time that we have seen this nagging wife trope and the first one was the restaurant one that we see over and over again with the wife pulling the husband or the partner's ear. Issue with Verbal Judo Institute videos
40	It's showing the pattern that we've been discussing around the portrayal and treatment of women. Not all resistance is the same kind of resistance. Officers need to be trained not to look in the abstract. This is a false equivalence when a woman banging on the counter and a male pounding the counter. Another video that is outdated and old.
41	Another what not to do video
42	Outdated, older video, not great quality hard to interpret.
43	There is a pattern of videos that seemed aimed at making officers feel afraid. Us versus them pattern Another what not to do videos. Another video that is not blurred.
2	The training appears siloed withing APD. The training would be more cohesive if Academy instructors shared information across subject areas.
3	Us versus them Officers not held accountable Over representation of people of color (Samoans)



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



**Community Video Review Panel
Summary Report
Training Academy Videos – Use of Force
Videos 4, 5, 6, 7,8 ,9, and 10
November 9, 2020**

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review Session – Use of Force Videos 4, 5, 6, 7, 8, 9, and 10.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, November 9, 2020, 5:30 p.m. to 8:30 p.m.

Officer Travis Joyner (APD) continued to provide context of the videos and answer any questions posed by the Panel.

Key Recommendations and Patterns

- Video Disposition
 - Keep videos 4, 5, 8, and 9 (conditional yes if recommendations are implemented).
 - Remove video 6, 7 and 10.
 - Detail for rationale on video disposition is listed at the Recommendations section for each video review.
- Patterns
 - There are numerous patterns based on the video reviews. These patterns are listed in a table in Section V of this report.

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. Meeting Agenda

- Welcome
- Attendance and Check-In with Attendees
- Review of Community Guidelines
- Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
4	Passive Resistance	0:46	None
5	Verbal Noncompliance	5:45	No Audi
6	Defensive Resistance	1:33	No Audio
7	Aggressive Resistance	1:01	None
8	Deadly Resistance	1:11	Shots Fired
9	Officer Attacked	1:51	None
10	Texas Trooper Video	4:57	Officer Killed

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michelle Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City - APD	Yes
Travis Joyner	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	No
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel has previously reviewed the video
3. Panel discussion.
4. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
5. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video # 4 Use of Force – Passive Resistance

Officer Joyner provided context and commentary of this video.

Video Summary and Context – This is from the use of force week. Basically, it's from the videos where the cadets are learning how we define certain levels of resistance, passive, aggressive, for example. Most are the level of resistance. We break it down through an example in the classroom and then we show a video. There's not a whole lot of discussion around this one. It's just an example of passive resistance, this particular one was from the occupy Austin demonstrations down at city hall when they eventually made the decision to clear out the front steps of city hall of the demonstrators.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Can you define passive resistance? This video is based out of Austin, correct?

- APD's Response – Yes, this is an APD video from the occupy movement in Austin.

Community Panel – I got the overall gist but I'm wondering what are some things that you point out to people in the video?

- APD's Response – There's not a lot of talking points behind this one. We point out the demonstrators were told to leave, and basically at this point a criminal trespass was issued. They were given commands; the people were given an order to disburse and move on to another location. When the officers go in to put hands on them to move off that location you don't see any physical resistance. The people aren't pulling their arms away, aren't doing anything to stop the officers from completing their objective other than just not following commands.

Community Panel – Is there any portion of this section or any section that speaks specifically about protests and interacting with the public in protests when there's not active resistance? Is there any sort of specific training about the protest activities?

- APD's Response – When we talk about force in this week, we're defining levels of resistance and responses, we don't go into anything specific as far as whether it's a protest or just a single individual. We're just breaking it down in simple terms. They do receive blocks, training on demonstrations, protests, dealing with crowds, things like that. I can't speak to what they learned in that block. I'm not the instructor on that.

Community Panel – I agree it was hard to see a good example of passive resistance. It would be a good example to see when people are staying down and not moving and learn what the training is for that. I also wanted to put into patterns that it looked from the very short video like it was mostly white protesters and wanting to draw attention to the lack of escalation that happened with majority white protestors versus what we've seen in other videos when it's people of color.

Community Panel – For most of the videos and this is really for any officer on the chat, I think the ones that have been harder to see, I don't know when this was recorded, but it maybe looks at night and this could just be an observation. I think it would be easier to

physically see them if they're recording during the day obviously because there's more light, but that's just one thing I just noticed right now.

Community Panel – I thought actually when I was watching it, I was trying to figure out where the passive resistance was because the only thing, I was able to hear was an officer saying put your hands behind your back and you see the person doing that voluntarily. I didn't see passive resistance, so without that context of knowing that they had just gotten criminal trespass notices, I don't think this is a good example of passive resistance and I would rather see one where there was some explanation in the beginning, like aside from the instructor where cadets can see more context for what that looks like.

Community Panel – I don't think we really talked about to do more active training around what protests look like. We don't want to repeat the situations that we saw this summer, and definitely how is this different from other videos where there's been a lot more immediate escalation when it's people of color.

Community Panel – It would help if there was some more context beforehand, I guess to hear someone say that they should be leaving, I don't know, but it was hard to understand how they were passively resisting only because I did see like I think Anni-Michele mentioned this, the officer, whoever it was like you're about to be arrested and then they just put their hands behind their back.

Community Panel – I do think what Maya brought up and we'll see another video that I have very strong feelings about later, that point of kind of who gets grace and the way that people respond to certain communities, I do think that is an issue that needs to be more so addressed than just this video, if that makes any sense.

Community Panel – I don't know that I would want it stricken because of racial biases, but I don't think it's an effective video. I don't think it's a very effective video to show what I'm hearing that you want to accomplish.

Video # 4 Use of Force – Passive Resistance	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Could not see any as the video was hard to see.
2) What, if any biases did you see represented in the video?	Want to point to the lack of escalation when it is white protesters than when it is people of color.
3) Are there any patterns in the videos you see?	The disconnect it seems within like APD training sections between like what they're learning beforehand and after and things like that. Lack of escalation when it is white subjects.
4) What would you edit in the video?	If there was some more context added beforehand to hear someone say that they should be leaving.
5) What type of video should be selected or edited to provide a more equitable lens?	Video in daytime as it was dark and hard to see. Video with clear commands with regard to what the police want the people to do. More video/instruction on how to respond to a rightful protest.
6) Is this video content acceptable to retain in the training academy curriculum?	The Panel was unanimous "possible" if additional context was added

Community Panel Recommendations

Video # 4 Use of Force – Passive Resistance

Recommendations: Panel says this video could possibly be kept if:

- 1. More active training around how police should handle protests is added.***
- 2. Add context. Without knowing the context that they had just gotten trespassing notice, it was not a good example of passive of resistance.***

The Austin Police Department concurs with the Panel's recommendations.

The Austin Police Department does not concur with the Panel's recommendations.

Signature Richard Egal #3936 Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The Department will take the panel's recommendations into consideration and strive to find a new video depicting passive resistance not involving protests or crowd control. If unable to locate one, we will ensure the context is explained and we use several examples involving a diverse group of subjects.

Video #5 Use of Force – Verbal Noncompliance

Officer Joyner provided context and commentary of this video.

Video Summary and Context – Again, going on with levels of resistance, we talk about verbal noncompliance, what that means. We break it down for the cadets and this is just a visual example of it. It's an officer on a traffic stop in South Austin, he's conducting a narcotics investigation, and an individual that's not involved comes up and approaches the scene and he's given commands for that individual to move back to another location, she does not comply. Just an example of verbal noncompliance.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I guess the question is are we talking about what the officers do or it's more an example of what does verbal noncompliance look like?

- APD's Response – During week we do talk about what their responses are and what acceptable responses are, reasonable responses are at the different levels of resistance, but during this particular block when we're showing the videos it's just so that they can understand what those levels of resistance are and what they look like. We're not so much when we're showing the videos about response to it, just kind of defining them.

Community Panel – Is there a reason why use of force would go before tactical communication?

- APD's Response – I can't speak directly to the scheduling and why those selections were made by the cadet administrative staff or anything like that. Historically based on the way the academy works is they get use of force about the sixth week of the academy. So pretty much they've had the how to do certain things in police work, defensive tactics being one of them, things along those lines are policies. Now we move into what the law and TCLOE and APD policy specifically say how force would be applied, how we recognize, what a response to resistance is, things like that. Then the personal experiences I've seen work in the cadet role plays that occur later, having tactical communication after that fact allows them to be able to understand what a response to resistance looks like, how do we define it? What is the appropriate response? When we give them tac comm that's how do we try to avoid having the response to resistance? How do we get the voluntary compliance so when they get to the role plays, they're able to put that into play? It's worked very well. This is another reason we do it and that is because they want it to be taught in and in order to deviate from that order you have to write a memo and ask for permission to go outside of the order that they have them in.

Community Panel – Yeah, witnesses or bystanders who might be inquiring about what's happening. Like if they're concerned about what's happening, what training do you have on how to handle that, and like what level of accountability do you have if someone is expressing concern?

- APD's Response – I can give you my experience as an officer. That's not a block that we teach or something that we cover in use of force. I'll just be speaking as an officer here. In general, if someone comes up and has questions, it depends on the scene and what's going on and like, you know, the safety aspect of it is there. If I'm actively conducting investigation, trying to make a scene safe, I'm going to ask that person to move to another location, somewhere they're not directly involved in what's going on. You know, depending on how chaotic the scene; I guess, I'm going to try and tell them, like, hey, I'll answer your questions, I'll give you as much information as I can give that this person isn't directly involved in the situation, you know, and then try and follow up with that once I've made the scene safe or finished my investigation but what I'm doing is going to be the priority there.

Community Panel – I know this is out of order, Sherwynn, but you can go ahead and put this there because I know you're going to ask what could we edit to make this video better? I think the entire part of them arresting them, most of the part of them with the guy which I'm still confused about what was going down with that, can be cut because it felt when I was watching it, I thought the interaction was between the police officers and him. I finally got it once the other person came in, the bystander.

Community Panel – When I was watching this, I was perhaps influenced by our recent sessions on tactical communications. I was thinking about how the officer wasn't being as effective as the officer certainly could be while talking to that person. Just kept telling him to relax instead of telling him in more detail why he was doing what he was doing and what he was wanting from this person he was interacting with.

Community Panel – I thought it was very disrespectful, the way he was being treated overall. The first person, the Latino man.

Community Panel – This is more of a bias for two videos in a row that I've seen. Both Latino men being asked to pop their trunk. The Texas video 10 we see that in Espanyol where they're asked to open up the trunk and then in this video too. One seems to be a casual stop. It does seem like this is a narcotics investigation, but in video 10 it was just their front light was out.

Community Panel – I think the difference in reaction kind of spoke to the socialization around deadly interactions with police can be depending on who you are. Because we have a Hispanic person who is getting patted down is told to relax and then we have a white woman coming in and being a lot more forceful and I feel like that interaction with the Hispanic person could have gone different based on all the videos that we've seen thus far and just real-life experience.

Community Panel – I wouldn't say a certain video to make a more equitable lens, but I certainly think a better partnership between instructors in how they can use a smaller number of videos to get more out of it. When I think of an equitable lens, it's layering all of these things on top of each other. It's like watching a movie. I've watched Hamilton 60 times, and every single time I see it in a different way depending on who I'm with or things like that. We watch these videos. They are layered on top of each other. Based on the instruction people are giving, I think that will create a more equitable lens. Like, watching some of these videos and the more, I guess, racial justice, gender equity lens could be completely different than yeah, 60 times.

Community Panel – I think I'm saying the same thing that everyone else has already said, but I just have concerns about, unless you're in a scenario in which you're only showing

what to do videos, videos of what to do from every angle, I think only addressing them in one module means that you run the risk of cadets thinking that other parts of the officer's behavior is acceptable when it might not be. So, you know, omission could be an issue.

Video #5 Use of Force – Verbal Noncompliance	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Difference in reaction spoke to the socialization of how deadly interactions with police can be depended on who you are. The interaction with the Hispanic person would have gone differently.
2) What, if any biases did you see represented in the video?	Both Latino men being asked to pop their trunk. Seems like a casual stop. In video ten, the front light was out, not a narcotic stop. It was disrespectful how the Latino man was being treated overall. From a communication standpoint, it's a repetitive them where people are asked to open their trunks not knowing their rights.
3) Are there any patterns in the videos you see?	Over representation of people of color – Latino. It's a repetitive theme where people are asked to open their trunks not knowing their rights.
4) What would you edit in the video?	Where does it fit in the training schedule? How to communicate is a basic tenant of policing. It is weird not to know how to communicate as a police officer.
5) What type of video should be selected or edited to provide a more equitable lens?	A better partnership between instructors to use a smaller number of videos to get more out of it. Watching some of these videos in the more racial justice, gender equity lens could be completely difference watching these videos later on. Using the same videos over the different modules and being able to analyze them from a different view, will not feel like drinking from a fire hose, because they know these videos.
6) Is this video content acceptable to retain in the training academy curriculum?	It is if we talk about all the different point that were brought up. (Maya) Angelica: If it is used in the context joe mentioned: Conditional yes, concerns unless you are in a scenario where you are showing what to do videos. (Anni-Michelle) Conditional yes, edited and shortened. If the goal is to show. A larger conversation about how this can be used in other areas, long term. (Joe) Conditional yes, if you want to go above and beyond. (Andrea)

Video #5 Use of Force – Verbal Noncompliance	
Questions	Community Panel's Responses
	Yes, it does have what Travis wants to show. (Phil) Conditional yes. (Rocio) The Panel recommends conditionally yes is the issues above are addressed.

Community Panel Recommendations

Video #5 Use of Force – Verbal Noncompliance

Recommendations: The Panel recommends to keep this video if the following conditions are followed.

- 1. Have a larger conversation around racial justice, gender equity lens etc...**
- 2. Use the same videos in other modules to allow the cadets to analyze them from a different view.**
- 3. A better partnership between instructors to use a smaller number of videos to get more out of it.**
- 4. Eliminate the feeling that cadets are drinking from a fire hose, by allowing them to view the same videos in different modules so they will know these videos.**
- 5. Shorten the video. Most of the part with the officers detaining and questioning the guy can be cut.**

 X The Austin Police Department concurs with the Panel's recommendations.

 The Austin Police Department does not concur with the Panel's recommendations.

Signature Richard Egal #3936 Date 1/4/21
Mark Spangler 1-6-2021

Explanation:

The Department will take the panel's recommendations and either edit the video or find a new video that addresses the panel's concerns. As a collective, Training Academy instructors do collaborate when team teaching certain topics, even if the instruction is given at different times during different classes.

Video #6 Use of Force – Defensive Resistance

Officer Joyner provided context and commentary of this video.

Video Summary and Context – I'm explaining the definition of defensive resistance and what that can look like. The back story on this one is the officer, this is north Austin, was dispatched to a suspicious person with a gun at a convenience store. The officer arrives on scene and while checking the area, locates the subject in question. He approaches this individual. You can't really see, but initially he actually has his gun out. He has the individual at gunpoint giving commands. It's supposed to be an armed individual. The individual has their hands in their pockets. He makes the decision to holster his gun and go hands-on. We talk about defensive resistance, some of the ways that looks, like tension in the arms that you can't necessarily see in video, but kind of explain what that looks like and again, just an example of defensive resistance

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Could you give the definition currently of defensive resistance? I want to make sure what I'm about to say is accurately depicted upon this definition.

- APD's Response – When we talk about resistance; defensive resistance is someone using movement to prevent you from accomplishing your lawful objective movement or muscular tension. For example, if I'm trying to pull someone's arms behind their back and they're resisting that by tensing up their arms, that's an example of defensive resistance. If I go to detain someone and they run from me, that movement is defensive resistance. If I grab someone's hand and they pull their hand away, that would be defensive resistance. Any type of movement or tension that is preventing the officer from basically completing their objective is defensive resistance.

Community Panel – I think this video should be scrapped because if there is going to be more videos of police interactions with people of color, then I think it needs to be very crystal clear what is happening. I would rather see more of a mashup of different encounters where you can see the actual physical resistance or defensive resistance as opposed to just one video with just one more person of color, specifically a Black man, in this kind of pattern that we've seen with a lot of videos. What I don't think is crystal clear is what you were talking about before you gave the definition, Travis, and that is this tension that you can see or something like that. What I don't want to happen is for people to still say they can see that tension or, I don't know. Weird things can happen. But it's not as clear in this video when you're talking about that. If it's not in the video, then I don't think you should talk about it, because then it just adds things and people are like I can see it, when it's not even present. I would rather see something where it's multiple or even from the videos we've said yes to where you can see some of that, I would rather do that as opposed to just using this video for this one little thing. Or another option is to dramatically cut this video to just that brief encounter where you can see the physical resistance, or the defensive resistance.

Community Panel – I think some of the issues I have with the beginning is that I think that people naturally react when people put hands on them. I think that's a natural reaction. If there's not a good explanation about what's happening that they're not just getting pulled off the street and having hands on, then I think that you're giving name and categorizing something that's a very natural inclination and people don't understand why that's happening. I'm just repeating words now. I would agree to cut the video or edit it down.

Community Panel – I think aside from how they just came up to the Black young man troubled me, but what I have issue with this video primarily is the additional assistance to restrain the young man. There was a specific part there where the gentleman with the white shirt looked like he wanted to physically strike the individual being restrained. It just goes back to those narratives where it's like what acceptance of witnesses and assistance are police officers willing to accept, if somebody's recording the video those people are getting yelled at, told they can't film.

Community Panel – Who were the two people in the white shirts? Are they police, or are they bystanders?

- APD's Response – The two individuals were not police officers. They were just bystanders. This is actually a female in the video, also.

Community Panel – If you're not okay with a bystander questioning what's happening, I don't know why it's okay for bystanders to come in and rough up somebody, either. There's got to be some kind of consistent policy on how we deal with bystanders coming in.

Community Panel – It was a person of color. I know it's hard to assess what it takes when somebody is resisting, and yet just from watching it, this is regardless of the person's gender. Just the way they were treated, it just felt like excessive force and the continued use of force. I felt like the person was being treated like a piece of meat. It didn't feel like they were being treated as a human being. The way the officer put his hand on the person's head and was leaning on the person's neck or head at different times, yeah. Now knowing that two of the people were not police officers and the way they were grabbing the person's leg, I'm curious how it fits with the training that you all give. But from a bystander, an outsider's perspective it seemed excessive.

- APD's Response – One of the discussion points with this one is what is an acceptable response to defensive resistance. The person is not necessarily actively striking or attacking the officer, but is physically resisting arrest. In this case, the individual was said to be armed with a firearm. As the video plays out, she does have a pistol in the right pocket that her hand was going into that the officer was trying to control. During that struggle, her hand was potentially reaching for a firearm, or was on a firearm. We talk about whether the officer, knowing that going in, affects the response, that this individual potentially has a firearm, or whether they're going to always know that. If someone is reaching into their pocket or pulling their arms away, we talk about reasonable ways to control that and prevent that situation from escalating.

Community Panel – I think it's a possible inequity that White bystanders come up and help and that help is accepted without concern on the part of the officer. I'm not sure we could say the same if a person of color was running up to help in that situation.

Community Panel – In another video that we will see, I do think the police thought that White man was a bystander, and come to find out, it was the brother and they whooped the police officer's ass. The grace that goes to people, it does not go to people of color who are

involved in police is just like what Phil said. It's not given to even people who are bystanders, I think. Or there's an assumption by police based on these videos that White people are going to jump in and assist the police, which I don't know girl, this is a lot. This video is a lot and it's in the wrong place, because this level of conversation it's in the wrong. Community Panel – Can I follow up, Travis, with a question about why you like the dynamic of the firearm involved? What is the value of that in this section?

- APD's Response – You know, it adds to the unknown that the officers deal with. We talk to them about whether a person has been searched or frisked, whether we know this person has weapons as far as what's a reasonable response to something like defensive resistance. This is off of an initial contact where it's an unknown whether this individual has weapons, which is pretty much the case with most people we're dealing with, unless there's some preexisting knowledge there. Then the fact that the officers have that information going in, again, how do we gauge a reasonable response for something like defensive resistance when that person is potentially armed with a firearm? It just makes for a more complex discussion.

Community Panel – I want to clarify why the bystanders are a problem. This is a call with a person who is possibly armed. The officer is having trouble controlling that situation and those bystanders are putting themselves at high risk. They're not paid to do that. They're not police officers. Allowing them to continue to assist is a failure of the responsibility of a police officer in that situation to ensure the safety of everyone involved. Because there's no telling what could happen as they're all struggling there, if that weapon does come out.

Community Panel – It seems like the video is primarily for defensive resistance, but there's too many distractions with the bystanders. Travis, what alternative, if you could have the selection for a video, what would you suggest? What type of video would you like to display?

- APD's Response – Defensive resistance is probably the most common resistance we deal with. There's no shortage of videos highlighting defensive resistance. That's probably the most common form out there that officers are encountering. I think why this video is an interesting talking point is because of the firearm. That and the tension in the arms, like we talked about, that you can't necessarily see on video, that you can feel but you can't necessarily see because it's not movement. Those are two things that make for some interesting talking points with the cadets. We could find a lot of videos for defensive resistance someone pulling away, someone running away, someone pulling their arms underneath them and not letting them be cuffed. If we could find another one with a firearm involved that adds that dynamic into it, I think that's kind of the main objective that I'd like from this one.

Community Panel – Some of my other thoughts around this video was that it feels like by allowing for the White bystanders to intervene, there's this broader condoning of violence against Black people. It just made me think of the whole stand your ground stuff, and the way that people, White people in this country, non-Black people in this country have felt like, you know, they have the right to harm Black people because of their perceptions around criminality or whatever they perceive.

Community Panel – I think the question of the gun is an interesting one, but also, people can legally carry in Texas. That doesn't necessarily make them a suspicious person. The fact that it's a person of color coming in, and that White intervention from non-police officers are allowed just feels really icky, for lack of a more eloquent word, on what I'm looking at

there. I understand the point of it, but there's the context around it, for me it's just seeping with biases.

- APD's Response –During the time of this video there wasn't open carry in Texas. So basically, if the person calling this in, who I believe was the clerk, I can't speak to what suspicious behavior or what this individual was doing that alarmed the clerk. But if someone was brandishing or a firearm was visible at the time then it wasn't concealed and we didn't have open carry in Texas back then, so it would be treated a little different than today.

Video #6 Use of Force – Defensive Resistance	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	White bystanders come up and help and that help is accepted and I am not sure that we can say the same if it were black bystanders. The grace that does not go to people of color is not given to people who are bystanders and there is assumption that white people will jump in and help police. This is call with a person who is possibly armed and the bystanders are putting themselves in high risk. This is irresponsible on the part of the officers when trying to keep everyone safe.
2) What, if any biases did you see represented in the video?	The question of the gun. The fact that it is a person of color and the white bystander's intervention was allowed feels like it is seeping with biases.
3) Are there any patterns in the videos you see?	Overrepresentation of Black person. An over emphasis on being afraid.
4) What would you edit in the video?	There is this broader condoning of violence of black people with the white bystanders coming in.
5) What type of video should be selected or edited to provide a more equitable lens?	I would rather see a matchup of different encounters where you can actually see the resistance, rather than see a black man. What I do not want to happen is for people to say that they can see the tension when it is not even presence. This video could be used in another section. People naturally react when people put their hands on them. If there is no explanation. Cut the video or edit it down. The way that they came up to the black man. The additional assistance to restrain the black man. The narratives, what acceptance the police are willing to accept. If someone is videoing, they are getting yelled at, but if someone who is helping the police, then that is okay. The people coming from the street in white shirts were bystanders. It is not okay for bystanders coming in to rough somebody up, but not videotaping.

Video #6 Use of Force – Defensive Resistance	
Questions	Community Panel’s Responses
	It would be good not to use videos with bystanders coming in and helping the police officers. It felt like excessive force, not like a human being. From an outsider’s perspective it seemed excessive. What is an acceptable response to defensive resistance?
6) Is this video content acceptable to retain in the training academy curriculum?	No. This video needs to be eliminated

Community Panel Recommendations

Video #6 Use of Force – Defensive Resistance

Recommendations: The Panel unanimously said no to this video and recommends eliminating it.

- 1. Do not select videos that seem to condone violence on black people, with the white bystanders coming in to inflict that violence.***
- 2. Do not to use videos with bystanders coming in and helping the police officers. It is not okay for bystanders coming in to rough somebody up to help officers, but a bystander cannot videotape police interactions.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The Department will get rid of this video and strive to find videos clearly depicting Defensive Resistance by a diverse group of subejcts.

Video #7 Use of Force – Aggressive Resistance

Officer Joyner provided context and commentary of this video.

Video Summary and Context – The next video will be an example of what we described as aggressive resistance. The officer in this case, I believe this is south Austin. There's an individual that is high on some type of hallucinogen, I believe it was LSD, is tearing up property, like going down the street destroying people's property. A group of people are kind of holding him down in a front yard when the police officer arrives on scene. We use this as a visual representation of what that aggressive resistance looks like. Basically, the individual pops up and attacks the police officer, just kind of starts throwing punches at him. We talk a little bit about tactics and strategies for dealing with that. We talk about communication, arriving on scene, communicating with the individuals that have him detained, and again, mostly as an example of aggressive resistance.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – How easy would it be to find aggressive resistance where you could actually see most of the action? I think for me, I couldn't, basically, the action started with some guy jumped off a hill, punching at the officer. I couldn't really make sense of what was happening before then. I don't know how difficult is it to find something where you can kind of get a bigger picture of what all is going on?

- APD's Response – Yeah, it definitely goes off-screen there and you can't really see part of that altercation. We can kind of hear the audio and talk about it. We have quite a few videos of aggressive resistance against officers where they're attacked with punches, or kicks, or things like that. They're fairly common.

Community Panel – I was basically going to ask the same thing Maya did. I think if you have other videos, I would recommend other videos. The value of this seems to be significantly lower, if only because it mostly happens off-screen. I do have a little bit of a question. Like when the officer first arrives on the scene, he can see that people are holding this person down and he just kind of saunters up and stands there for a while. I don't know if that's the sort of tactics you recommend in that situation. But it may not be a good example for that reason as well.

- APD's Response – We definitely talked about that that this individual is already being held down and he's taken by surprised when he tells him to get off of him and the guy pops up and attacks him. We definitely talk about having a plan, strategy, communication, better ways to deal with things, to avoid something like this happening for sure.

Community Panel – I'm sort of asking this question in the in view of perhaps staying on track to complete tonight. I think the answer to most of the questions about equity or bias or editing or any of the other things would be I don't know about those things because I can't see much of anything happening here. For that reason, I'm sort of thinking this is not the best video to use and maybe just go with a no on this for me.

Community Panel – I need you to say, for that reason I'm out, kind of like on Shark Tank.

- Facilitator's Comment – Is everyone in agreement with Phil that you just can't see anything so it's just a no?

Community Panel – One thing that I can see is that it's a white aggressor and I'd like to keep that -- I'd like to keep that demographic context in whatever replaces it, just to counter all the other kind of videos that we've seen.

- Facilitator's Response – With your permission I will put that under 5, number 4 and 5, what type of videos should be edited to provide a more equitable confection of lens.

Video #7 Use of Force – Aggressive Resistance	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Could not determine from video
2) What, if any biases did you see represented in the video?	Could not determine from video
3) Are there any patterns in the videos you see?	Could not determine from video
4) What would you edit in the video?	It is a white aggressor, would like to keep that demographic in context.
5) What type of video should be selected or edited to provide a more equitable lens?	It is a white aggressor; I would like to keep that demographic context.
6) Is this video content acceptable to retain in the training academy curriculum?	If you have other videos, I recommend other videos. (Phil)

Community Panel Recommendations

Video #7 Use of Force – Aggressive Resistance

Recommendations:

1. ***Recommendations: The Panel recommends keep the demographic context, but select another video to demonstrate as most the activity happens off screen***

 X The Austin Police Department concurs with the Panel's recommendations.

 The Austin Police Department does not concur with the Panel's recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The Department will get rid of this video and strive to find videos clearly depicting Aggressive Resistance by a more diverse group of subjects.

Video #8 Use of Force – Deadly Resistance

Officer Joyner provided context and commentary of this video.

Video Summary and Context – When we define deadly resistance and also preparatory cues, this is where we start talking about preparatory cues, I believe that was brought up in another block a little bit on tactical communication. But this is a visual example of deadly resistance. When I show this video to cadets, I don't just let it all play out. I stop it frame by frame and we talk a lot about like mindset and what the cadets are seeing as far as body language, what they're observing, what's being said, where their mindset is, how they would be reacting. Also, I kind of use this video to get them to articulate things, not just in broad terms, but to be very specific in what they're seeing and what they're observing and what they're hearing yeah.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I think it has value for a training instrument for the reasons that Travis has highlighted. I am disturbed by the fact that the person involved in this particular video is another person of color. I mean, I think that what happens in the video can be useful breaking it down in the way that Travis said. I just wonder if a similar video might be found where there's not that dynamic.

Community Panel – I was thinking about how maybe this is like stepping back to look at all the videos, like the how to work with the cadets so they really can understand these instances when they have to be thinking about clues because something like this could happen, especially with so much of the prevalence of guns and yet at the same time not have like so many videos which are just oh, anything can happen. I think we saw in the tactical communications like you can say all the right things and yet something can happen. It was just building the fear of cadets so how do you not like to over represent these moments when we know that the relative incidence of violence is small and yet give people a sufficient training so that in instances, they do have the ability to respond and analyze. I think it was more an overall comment like how do we do that balancing of giving enough instruction, but not just creating that triggering effect if that makes sense.

- APD's Response – It definitely makes sense. I think we talked about it a little before. What you're talking about is creating like a hyper vigilance. What I teach them, anything like edge weapons to things like this, it's why we talk about body language. I tell them hey, you are going to deal with people on a frequent basis, for example, that are going to put their hands in their pockets. That's like a normal reaction when you're dealing with people, whether it's cold or they're nervous or people are used to standing that way, trying to instill in them that not every person that gets out of a car is going to shoot at you. Not every person that reaches their hand behind their back or reaches into their pocket is going to pull out a knife and stab you. As instructors, we just have to have a real conversation with them about, look, expect that people sometimes are going to make movements, they're going to do things. They're going to do things that may trigger you to pay attention to that and look at what they're doing and take a critical eye to it. That's one of the reasons I actually like this video is there's a ton of videos out there of people jumping out of a car and shooting at a police officer or the police officer walks up

to the car and the person starts shooting through the window. There's no shortage of videos like that. I think with this one, there's more that's leading up to it and that's where we kind of talk about all those subtle cues and the movements with the hands and the positioning of the body and the blading and the shutting of the door and taking a step forward. There's really a lot for them to take in when you stop it step by step as opposed to if I just show a video of an officer makes a traffic stop and someone just jumps out shooting, it's like yeah, that could happen on any traffic stop, but there's definitely not as much value in it and that can kind of lead to that fear of like anyone I stop could jump out and start shooting at me.

Community Panel – Like if we keep this video because it does this work in some important ways, but it has this demographic, then we need to make really sure that we have very different demographics in a lot of the other videos that we show.

Video #8 Use of Force – Deadly Resistance	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	Disturbed by the fact that the person involved is another person of color. Can a similar video found that does not have that dynamic?
2) What, if any biases did you see represented in the video?	How to really analyze this. How to work with the cadets so they really can understand these instances. Not have so many videos that say anything could happen. Building the fear of cadets. How do we give sufficient training while not causing fear in the cadets? How do have enough instruction without causing that triggering effect.
3) Are there any patterns in the videos you see?	Overrepresentation of person of color. The videos in this module are consistently poor in terms of visual quality. Outdated as a pattern.
4) What would you edit in the video?	Nothing
5) What type of video should be selected or edited to provide a more equitable lens?	Can a similar video be found that does highlight not a person of color?
6) Is this video content acceptable to retain in the training academy curriculum?	Yes. Phil Yes. Rocio Yes. Maya Yes, balance demographic and not overrepresentation of fear. Andrea Keep. Angelica Yes. Use in other ways as well. The videos in this module are consistently poor. Anni-Michelle

Community Panel Recommendations

Video #8 Use of Force – Deadly Resistance

Recommendations: *The Panel recommends keeping this video.*

- 1. *It is recommended that there be a balance in demographics of the videos, eliminate the overrepresentation of people of color and fear.***
- 2. *The panel is disturbed by the fact that the person involved is another person of color.***
- 3. *Find a similar video that does not have the above stated dynamics to offer a balance.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936 Date 1/4/21

Mark Spangler 1-6-2021

Explanation:

The Department will take the panel's recommendations into consideration when using this video. We will also strive to find other videos that depict Deadly Resistance from a more diverse group of subjects.

Video #9 Use of Force – Officer Attacked

Officer Joyner provided context and commentary of this video.

Video Summary and Context – This video is once they've kind of received the levels of resistance they know what different levels of resistance are, what the acceptable responses are and those levels of resistance. There's a couple of learning points to this, learning objectives we talk about. One is that they need to be confident and knowledgeable and what those levels are resistance are and what the acceptable response is. We talk a little bit about hesitation, whether it's a question of what can I do or what should I do, or whether that's what specific tool or tactic or technique, whether it's a specific movement or tool on their belt, and having the confidence to know when they can do certain things and when they can't to help them make a decision. I think you see some resistance hesitation in this video, with the officers. You see someone wearing multiple layers of clothing and why that would probably be ineffective. Why other strategies might be better. Trying to be in that hands-on distance where he's kind of like halfway between grabbing the individual and trying to use a taser. It's not really an ideal situation. Situational awareness and then just processing through that fog and that stress of what's going on and being able to come up with a solution to it.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – Do you believe you could edit this video to get rid of all the news sort of narration and just show the video of the interaction? Would that be a possibility?

- APD's Response – Absolutely. Like I've said before, I don't think the news clips or the sound bites from the news anchors really have value for why we're showing it so I'm fine with eliminating that or editing those out, I think especially in this video that would be pretty straightforward.

Community Panel – With an actual video of the interaction itself as you outline, I was happy to hear you outline it, there were not just some tactical mistakes. This is a really good example of really bad tactics. I kind of like that it ended without anybody getting shot. So that we have a video where we can sort of seize these kinds of resistances and have it sort of not end in death. I'm kind of for that as long as we can get rid of the journalism.

- APD's Response – I'm glad you brought that up. That is something that we've talked about. We talk about the potential for this turning into a deadly force encounter. We're talking about him being on the ground, being stomped on with steel-toed boots and things like that. And we really preach or try to instill in them if you're capable with your tools and communication skills, capable with all the things that lead up to this, you know, like trying to avoid getting to that point through a lot of different means. We tell them that, hey, this could have turned into a deadly force encounter. Unfortunately, it didn't, but pay attention to all that stuff leading up to this to avoid that.

Community Panel – I felt a little uncomfortable watching this. I do think that you see a lot of what Travis said that he's trying to get out of it. But after seeing so many videos where officers are very quick to use deadly force against people of color, Black folks, or just

antagonize, I guess there's another pattern of the grace shown to white people because I don't know, I wonder if it's feasible in certain communities for two Black men to physically assault a police officer, everyone just gets up and stands there and looks at each other and then people are just arrested and they go home. I wonder if that world exists somewhere or if that type of situation exists somewhere. I don't know. But it's hard to fathom that would be what happened. It made me really uncomfortable because if you are not addressing the big elephant in the room of what happens to people of color. I don't know if I feel comfortable with using it, which I get the benefits of this video, but it just felt like almost, it was like an example of what we've been talking about so far like certain communities being able to be given grace and certain people not. I just don't know a lot of people that are able to just physically assault a police officer with their brother or however they describe their relationship and walk away from that unscathed, and the police officer just stands up and I guess is just like I'm about to arrest y'all now.

Community Panel – How is the issue of racial disparities raised and interwoven in the different training modules? You talk about the elephant in the room and how is it shown if it's not just discussed. How is it being discussed and or feel like the need to have it discussed at different points, not just a separate module, but coming up throughout the trainings and have it as integral part of the conversation, which is what I hear.

Community Panel – We've talked before about the power of images. I don't think it has to be explicit. If you watch a lot of videos like we did earlier in our review where police officers roll up and there are people of color there and they're involved in some kind of altercation, and people of color are fairly quickly shot and then you watch a video like this whether it's as the narrator, the news anchor said, where an officer is getting kicked with a steel toed boot, that's life-threatening. They all just kind of stand up, look at the other bystanders that walk up and they all collect themselves for a little bit and that leaves an impression and doesn't have to be called out to be read and perceived in ways that plug into larger cultural narratives and reinforce them about which kinds of bodies are dangerous and which kind of bodies are not.

Video #9 Use of Force – Officer Attacked	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	After seeing videos where officers are quick to use deadly force on people of color, it is hard to see the grace shown to white people.
2) What, if any biases did you see represented in the video?	Is it feasible for two black man to physically assault a police officer and everyone goes home? If you are not addressing the elephant in the room of what happens to people of color, then I do not see the benefit of using it. It was an example of certain communities being given grace and others are not.
3) Are there any patterns in the videos you see?	Another video of grace being given to white subjects that are not given to people of color.
4) What would you edit in the video?	Get rid of all the news clips and sound bites. Edit out the end commentary of the news anchor and the sergeant. Get rid of the journalism. It had the message of be afraid.
5) What type of video should be selected or edited to provide a more equitable lens?	It is in the delivery of the discussion. We need to acknowledge the racial disparities. There is a clear difference in the way that people are approached in this situation.
6) Is this video content acceptable to retain in the training academy curriculum?	No. Angelica Conditional yes, if we talk about what Joe talked about. Maya Conditional yes. Rocio Conditional yes, talk about points, edit out news real and keep it to officer interaction. Andrea Conditional yes. Would like to see a different narrative. Would like to see a little bit more acknowledgement. See some more effort to infuse more videos that highlight some of these issues. Would like to see more seasoning on this video. Joe Conditional yes because the points that Joe talked about. Anni-Michelle Look for a video where there is a person of color gives this level of resistance and has the same outcome. Explicitly talk about how this video ended the way it did and the bodies represented. Phil

Community Panel Recommendations

Video #9 Use of Force – Officer Attacked

Recommendations: The Panel gave a conditional yes to keep this video. The video can be used if the below conversation is had.

- 1. Address the elephant in the room by having a conversation about what happens to people of color. Is it feasible for two black men to physically assault a police officer and everyone goes home? It was an example of certain communities being given grace and others are not.***
- 2. Explicitly talk about how this video ended the way it did, and the bodies represented.***
- 3. Look for a video where there is a person of color that is giving this level of resistance and has the same outcome as the white body.***
- 4. Get rid of all the news clips and sound bites. Edit out the end commentary of the news anchor and the sergeant. Get rid of the journalism.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The Department will take the panel's recommendations into consideration when using this video. It will be edited as recommended. We will attempt to find a similiar video depicting a person of color displaying this level of resistance with the same outcome.

Video #10 Use of Force – Texas Trooper Video

Officer Joyner provided context and commentary of this video.

Video Summary and Context – This Texas trooper video is an older video. This is a Texas DPS trooper in South Texas trying to make a drug stop, what appears to be a drug interdiction type situation. We talk about, how should I say it, performing under stress, the trooper, how he reacts to a highly stressful event. We talk about some of his body language. You see like his choppy movements and things like that where you can tell that he's having a physical response to stress and things like that and how he's able to function through that and still do certain things, movements, communication tactics, even though he's experiencing a highly stressful event. We talk a little bit about tactics in it, a little bit about mindset and also the things that led up to it, the tactics, things like that. This trooper in this video, can I ask the panel, did y'all see the Deputy Lunsford video? I'm not sure if that's still shown or not. Does anybody remember seeing that or Gary maybe you can tell me if that's still shown.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – You said it was a drug stop? It appears he's looking for narcotics is kind of the gist of it? I get some ICE vibes from this one because they seemed to potentially be undocumented. I wasn't really sure specifically what the cause was. But it seemed that there was also something there on ICE potentially. It's like he's expecting that they were undocumented. I don't know, Rocio, if you have a different perspective, but that's what I was getting from the video.

Community Panel – I'm a little confused by this mindset and discussing human performance under stress. Was there an interview with this trooper at some point where he described his mental state while he was doing this stop or is that just speculation that he was performing under some stress there?

- APD's Response – We're just keying in like off his body language and movement. We talk about some of the physical responses to stress. You can see when he comes back into the video frame his movement is very choppy, like the way he's walking and moving is very robotic and how stress, that can be a physical indicator of stress.

Community Panel – I felt like it was inappropriate questions being asked. I get that the point here is around use the force or the officer shooting, but they basically stopped these guys for a broken tail light. A tail light that's not working and then you have all these excessive questions that are being asked like whose car is that? Who is your brother? The trunk information. It seemed like there was a lot of invasive questions there. When the individuals were answering, they were being told that they were lying. You have that situation where the individual pulls the gun, they start shooting. It's a very dangerous situation for everybody involved, but it just seemed like just from the beginning there was already an initiative to stop these individuals. That kind of threw me off from the larger picture of what the conversation is, which is the use of force of utilizing a gun to defend yourself when there's like this breach of somebody's tail light being missing and then all of a sudden, you're searching their car.

Community Panel – I admit I had a really hard time understanding, like I could hear bits of the conversation, but I couldn't make out a lot of what it was. But even with the bits and pieces I had the same read of it that he did, that this is again we're like, because we're honing in on one thing we're ignoring other aspects that are really problematic and worrisome and that kind of gives the message that it's okay.

Community Panel – I don't want to distract us from the conversation that we're having right here because I think it's important. But I'm also still a little confused about the whole, is it your position, Travis, that he became stressed once he made the stop and saw something that stressed him? Because I'm really curious why I didn't see anything that would do that in particular. He already knew that there were multiple individuals in the car and their early interaction didn't seem to indicate he was that stressed. If he was that stressed why didn't he wait to pull them over when he had backup?

- APD's Response – When I'm talking about stress that's definitely after the confrontation, the shooting took place. Not so much the initial interaction with them, the initial stop.

Community Panel – I don't know how to explain this, but when I see this, I can see that they're most likely undocumented. When you see people of color or documented people being asked questions by police, there's this over excessive use of asking questions, right, that don't relate to the traffic stop at all. I don't know how to compile that information, but that's just kind of what I'm seeing in this video.

Community Panel – This is an outdated video.

Community Panel – This is a no because if for nothing else, I agree with Phil, this is very hard to see what's going on and hear what's going on. The subtitles, I don't even know if that would help aside from the other issues that have been highlighted today.

Community Panel – I agree that the -- like the image is unclear, it's hard to hear, and I agree that it perpetuates the image of immigrants as criminals and I don't think it should be in the training.

Community Panel – It's very hard to hear and understand so much of it. There's this whole end part that you can't tell what's going on so I would say no, but also for the reasons that Angelica has highlighted.

Video #10 Use of Force – Texas Trooper Video	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	It was inappropriate questions being asked. They basically stopped these guys for a broken tail light. There was a lot of invasive questions being asked and they were told that they were lying.
2) What, if any biases did you see represented in the video?	They are most likely undocumented. There is this over excessive in asking questions
3) Are there any patterns in the videos you see?	Outdated video.
4) What would you edit in the video?	Put subtitles if it is kept so that cadets understand the dialogue. It is difficult to see what is going on. (It would be better to have a clearer video.
5) What type of video should be selected or edited to provide a more equitable lens?	Put subtitles if it is kept so that cadets understand the dialogue. Better quality video as it is difficult to see what's going on in the video in a way that makes me wonder about its sort of efficacy for the training, the learning objectives in the training.
6) Is this video content acceptable to retain in the training academy curriculum?	No. Anni-Michele No. Angelica No. Andrea No. Maya No. Phil No. Joe No. Rocio

Community Panel Recommendations

Video #10 Use of Force – Texas Trooper Video

Recommendations:

- 1. The Panel unanimously said no to this video and recommended removing it.***
- 2. The quality of the video was poor and difficult to see what was happening which would put into question the efficacy for training.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The Department will get rid of this video and find a new Use of Force video to depict this learning objective.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Patterns
4	Grace or lack of escalation given to Whites Disconnect between cadet curriculums (siloed)
5	Over representation of people of color (Latino)
6	Over representation of people of color (Blacks)
7	○ Could not be determined
8	Video – poor visual quality Over representation of people of color Outdate video
9	Grace being shown to Whites that don't get shown to people of color
10	Outdated video



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew



**Community Video Review Panel
Summary Report
Training Academy Videos – Use of Force
Legal Videos 1, 2, 3, 4, 5, 6, and 7
November 16, 2020**

Purpose

The purpose of this document is to provide a summary of the Community Video Review Panel – Training Academy Video Review Session – Use of Force Legal Videos 1, 2, 3, 4, 5, 6, and 7.

Background

The review of selected course videos of the Austin Police Department’s Cadet Academy performed by the Community Video Review Panel (Community Panel) continued on Monday, November 16, 2020, 5:30 p.m. to 8:30 p.m.

Officer Gary Carrillo (APD) provided context of the videos and answer any questions posed by the Panel.

Key Recommendations and Patterns

- Video Disposition
 - Remove videos 1, 2, and 3
 - Keep videos 4, 5, 6, and 7 provided the suggestions/recommendations are implemented
 - Note, detail for rationale on video disposition is listed at the “Recommendations section at the end of each video review
- Patterns
 - There are numerous patterns based on the video reviews. These patterns are listed in a table in Section V, on pages 38-39 of this report.

Summary Report Format

The report includes the following:

- I. Meeting Agenda
- II. Attendance and Check-In with Attendees
- III. Video Review Process
- IV. Video Review Discussion and Recommendations
- V. Video Patterns

I. Meeting Agenda

1. Welcome
2. Attendance and Check-In with Attendees
3. Review of Community Guidelines
4. Video Review Discussions and Recommendations

Video	Title	Duration (min/sec)	Disclaimer
1	Tom DeBlass Highlights	4:10	None
2	Tom DeBlass Transient	2:30	None
3	Marine Pugil Stick	0:03	None
4	Hamilton MN Shooting	0:56	Shots Fired
5	Training Breach	0:46	None
6	Hudspeth Shooting 1	1:40	Subject Shot
7	Hudspeth Shooting 2	1:26	No Audio; Subject Shot

II. Attendance and Check-In with Attendees

Attendee	Organization	In Attendance
Andrea Black	Community	Yes
Angelica Erazo	Community	Yes
Anni-Michelle Evans	City - Office of Police Oversight	Yes
Eve Stephens	City - APD	Yes
Gary Carrillo	City - APD	Yes
Joe Anderson, Jr.	Community	Yes
Kellee Coleman	City -APD	Yes
Travis Joyner	City - APD	Yes
Maya Pilgrim	Community	Yes
Michael Monroe	City - APD	Yes
Miriam Conner	Community	Yes
Phil Hopkins	Community	Yes
Randy Chavis	Life Anew	Yes
Rocio Villalobos	City - Equity Office	Yes
Sara Villanueva	City - APD	Yes
Sherwynn Patton	Life Anew	Yes

III. Video Review Process

The format for reviewing the videos include:

1. APD training officer provides context of video and its intended purpose prior to Panel viewing.
2. Panel has previously reviewed the video
3. Panel discussion.
4. Panel's answers the following six (6) questions:
 - a. What if any inequities did you observe in the video?
 - b. What, if any biases did you see represented in the video?
 - c. Are there any patterns in the videos you see?
 - d. What would you edit in the video?
 - e. What type of video should be selected or edited to provide a more equitable lens?
 - f. Is this video content acceptable to retain in the training academy curriculum?
5. Panel recommendations are recorded by facilitator.

IV. Video Review Discussions and Recommendations

Video #1 Use of Force Legal – Tom DeBlass Highlights

Officer Carrillo provided context and commentary of this video.

Video Summary and Context – The first two videos, the highlights and Tom's interaction with a transient are pretty closely linked. We can look at them separately and of course we have to look at the questions separately, but I think a discussion would be to look at them together. I'll explain this video and you guys can choose how you want to do that. At this point we're at learning goal 7 of the lesson plan with this class. We've talked about basically the court system, where to utilize force in Texas penal code, things along those lines, but we haven't really talked about specifics. The cadets, this block of instruction occurs right after the cadets have had their skills work, with where they go to the range and are with Travis and his guys on the mats learning the how. We kind of open the discussion up as far as before we move into what the lawsuit says in a three-part question, which is can, should and will we. Can, should and will. I've got basically Mr. DeBlass' record, his victories and his world championships and all that stuff as the screen in the classroom, and I kind of ask the cadets basically what are you guys going to do to continue to get better and maintain the proficiency you have here in the academy with the techniques that you've learned and the skills that you've learned? We go around the room, I'll ask random people that question. What we then discuss is the fact that the ability to competency and confidently be able to utilize the skills that we've trained them in and that they're going to need to use through the rest of their career really is one of the key components of effectively being able to make good decisions about use of force. Officers that are not competent and confident usually either overreact and use force inappropriately or they make very poor decisions because they either think they can do something they can't or they don't select the more appropriate force option because they just don't think it will work for them even though it might have in that situation. Once you've done that that sets the stage. We then watch this video which is a couple of highlights of Tom DeBlass', a few of his fights and really demonstrating that Tom is imminently capable of handling a physical confrontation. Basically, watching the shows that he is perfectly capable of handling himself in some kind of physical altercation, which then leads us to the second video.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – The question about the legal ability to utilize force falls under should. Can I quote from the lesson plan, one of the key components of use of force is actually having the skill ability to actually enforce the option that's selected? It would be unreasonable to use of force option of something that you would be unable to do successfully. Should is where the question is, am I legally allowed to do this followed by is that the best option for the resolution that the question is? I was clearly confused with this. To be straight is, do you have the skills and techniques mastered to a degree where you can exercise them competently. Should you, is do you have the legal boundaries and parameters that would allow you to exercise them? Will you, is it the best judgment to exercise them in this case? Is that straight? Do I have it straight now?

- APD's Response – Should, is really the-million-dollar question. Can, is basically do I have the physical ability and technical competency to utilize the force option that I want to. Should, is do I have the legal authority and is that ethically, legally and morally policy wise the correct answer or the best answer. Will is, do I have the mental wherewithal to carry out whatever I'm contemplating to do.

Community Panel – I guess I have a couple of issues here. One is why we're doing the can you and should you outside of a sort of police activity context, right? Like what is the value or the advantage of showing an MMA, somebody who has clearly has sort of physical fighting skills to a degree you really are not able to expect any of your cadets to have. The should you video, that doesn't seem to be a video about checking the legal parameters, right? In this trio that's a video about judgment calls on his part, right and thinking through whether there's a better alternative.

Community Panel – Mostly for the video, it was showing his technical, like fighting acumen, his background on there. Then there were a couple of videos, a couple of clips there where he was beating up some people, like they were fighting. The first one that really stood out to me was the individual, Tom beating up a Black man while they were boxing. I just wanted to point that out is that was the first one. I did see there was a little bit more diversity in the videos, but that was the first thing that stood out to me. It just didn't really seem like a good message. I understood it was a should we, should I? I did not get that message from watching the video. One of the things regarding those phrases is just the legality in the context. Like I understand that officers are able at times to do a specific action, but I'm interested in seeing where the ethics conversations come in, especially when it comes to judgment calls.

Community Panel – What kind of conversations do you have around, I can see where you're going with it. This person clearly has a lot of technical training and in this situation chose not to use it. What kind of conversation do you have with cadets around what his decision-making process was?

- APD's Response – That's basically what we use the second video for is to discuss basically in the State of Texas based on provocations that the other individual is offering, Tom would have probably been most likely legally justified in using force, engaging in some kind of altercation with the individual. We answered the can question. He's capable of solving that physical problem. But he chose for his own personal, ethical, moral reasons, to try to deescalate that situation, basically used some tactical reasoning while still making smart decisions. He kicks his sandals off so he has good footing. He keeps his hands in front of him to be able to defend himself if a fight does start. So that's where we do bring in that decision of what the class that they're moving into and that we'll be talking about a lot of we take a look at what policy sets as a boundary line, what case law sets as a boundary line, the various courts where they draw that line that they will work under, but that ultimately the ethically and moral decision making is going to be that individual officers or cadets at that point in time decision about what force they use, when they choose to use it. One of the big things I like to advocate in the class is any of the scenarios are things that I give them. I never tell them exactly what I would do or ask the other officers in the room exactly what they would do because it's up to each individual cadet to articulate to themselves or figure out exactly what they would do in those situations or think they would do in that situation. And as the courts have said, just because another officer does something or doesn't do something doesn't make that action wrong. It's up to that individual officer to be able to articulate and describe and discuss based on totality of

the circumstances why they made the decisions that they did. So that's basically this video is what's the launching pad for that discussion. To get them in that mindset of we're giving them the boundary lines and we're telling them where policy draws lines as well, but it is ultimately going to be their decision. I'm not going to be on that call where they have to use force most likely. So that whenever they're thinking about this or reading the case and thinking what they might have done different and things like that, that will always be guided by their personal, moral and ethical compass. We're really showing them where the courts have said if you go this direction that's not okay. Where policy says the courts say it's okay, but we're not going to let you do that at APD. But it's going to be up to them to figure out what they would do or wouldn't do and then start to learn what the legal background is that says that yes, that is okay and then what are the cases that say that's okay, what does policy say about that and then how doable to actually articulate and describe that so that their decision-making process is kind of organized and describable for when they write the report.

Community Panel – As a follow-up because I'm not familiar, I'll be honest, with all the different laws and statutes. Is there anything that would lead rather than kind them towards -- if a person is unarmed or something, like minimal use of force is preferable or anything like that?

- APD's Response – So, known for a long time here in the State of Texas there's no requirement to use the term that was thrown for you a long time of de minimis or minimum amount of force. There's no requirement for that. As far as police officers in the State of Texas under our policy it will be force as objectively reasonable. That's pretty much about what two-thirds of the class is designed around is discussing that concept what it means and how it applies specific situations. But as we talked about in class, what our overriding situation whenever you go to a goal is voluntary compliance with no force used. We're not saying that we want the officers to use minimal amount of force, but we want them to be trying to move towards that goal of how can we resolve this situation without having to utilize force and if that's using the de-escalation techniques or slowing down and getting back up there, creating time, distance, some kind of obstacle between ourselves and the suspect to successfully resolve the situation, then so be it.

Community Panel – I thought my question was going to be really rude, but I'm going to ask it. Not rude in an offensive way, but really point-blank. Do you think based on what you've just explained to us that these sets of videos are the, this is Joe, are the best way to merge like what you're saying and what the points of the videos are? Like as a trio do you feel like this is the best that you found so far?

- APD's Response – There's a couple of things that I would like to find and I'll explain the difficulty that I have. I would love to have one that's law enforcement specific, but the tricky thing is finding an officer whose background we know to be able to say this person is imminently qualified and here's a highlight reel showing that. That's available. Two, I think me personally as an instructor, you can watch the room and see the students as Tom starts talking to the intoxicated individual and there's an expectation of what's about to happen. When it transitions, he's actually talking him down and they're hugging, it's not a transformational moment, but it's where a lot of people assess what their expectations were and why it was their expectation or what they wanted to see. I do find it works well to spark that conversation about what did you guys think was going to

happen, why did you think it was going to happen? Because he knows all these, just because he's really good at the physical stuff, why did everybody have an expectation that he was going to use it in the situation? Was that the best answer to resolve that? Probably not. I have found it works very well. I would love to find a specific one where I could have an officer doing this, I just have not been able to find that.

Community Panel – I'm wondering how all the cadets in the room respond to sort of somebody like Tom as a model for physical competence because that seems like a very high bar to be throwing up there. I guess, I wonder in particular about the female cadets in the room, right, who view this, not just because it's a male that's being shown as a model, but that it's a male being shown as a model in an explicitly martial arts context.

- APD's Response – I can see where you're coming from, Phil, and that's an excellent point. I wish Travis was here because I could give you a name. One of the other instructors that come in she is a multiple time mixed martial arts fighter who does not look the part and one of the reasons they do have her come in is specifically to help address what you're talking about. I can completely understand what you're talking about in this context right here.

Community Panel – I reviewed all the videos and I watched it a couple of times because use of force is a huge issue for all police departments. And I did not feel like these videos really meet the seriousness of this specific module, so I'll propose some ideas of some of the videos I think we could replace them with later down the line, but I just wanted to share that I don't think these videos are serious enough to really highlight the issue that we're seeing in the community

Community Panel – I wanted to echo that. I think I just -- I guess we did use -- we did do abuse of force last time, but it just felt pretty thin, the video curriculum. So again, we're maybe not getting the whole context. Maybe there are things happening outside the videos. There may be videos we're not seeing, but it felt like these videos didn't give a good sense of the use of force. So, I don't know if maybe just videos are not used as much in the use of force section, but they seemed a little bit kind of secondary to some of the key training areas

- APD's Response – Just for reference, they're not used a lot in this presentation. I want to say this is 200 something slides. It's two full days and there's only seven videos because the majority of the time it's case law. And unless I can find the video dash cam or body cam of the actual incident that occurs, just like we discussed way, way back at the beginning, I don't want to have a video that dramatizes it or changes things or anything like that. I just don't have a lot of videos

Community Panel – If the model of competence is a world champion, mixed martial arts person who fights in so many different formats, then are we perhaps sending a message to the cadets that they would interpret as, wow, I'm never going to have that degree of competence, I had better rely on other methods of force when I find myself in a situation? Right, I mean Joe talked about setting them up to fail. I wonder if you are sort of like I said setting the bar so high here that you are intimidating them and maybe sending a signal that if that's the degree of competence desired, and I'm so far away from it, I wouldn't even work towards better competence, I'll just rely on the easier to use, more lethal tools of force that I have at my disposal. That may not be the case, but just that aspect of this bothered me.

Community Panel – We are still not seeing videos deescalating use of force with large crowds and I think we need to look into that. Especially with the Austin protests for future videos, if we decide to keep or remove this video.

Community Panel – I don't think it's just in this section and it could be a pattern, but I do think there's this lingering kind of ideal of what like police officers or even like masculine folks are supposed to look like or be like. And I think it's reinforced in the lack of female officers that we see in some of the training videos which could be because of a national pattern or something like that. But I think it's just like subversive way to kind of highlight what traditional or what we're supposed to think of when we see police officers.

Video #1 Use of Force Legal – Tom DeBlass Highlights	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	The first clip was the black man getting beat up in the boxing match.
2) What, if any biases did you see represented in the video?	I reviewed all the videos and watched it a couple of times. I did not feel like this video met the seriousness of this module. We are not getting the entire context, like something that is happening outside of the videos. They seem secondary to some of the videos.
3) Are there any patterns in the videos you see?	Lingering ideal of what police officers of masculine folks should look like are be like. Subversive to highlight what traditional what we should think of when we see police officers. A lack of acknowledgment that when we think of policer officer, the images that come to mind when we think of them. We need to break the mold. We are not seeing deescalating with large crowds. There is a kind of narrative of police officers as masculine, with a definite context. The warrior mindset.
4) What would you edit in the video?	Find a video that is in a police law enforcement context. It would be preferable to get the point across with police videos. We could find videos with officers asking the should I question.
5) What type of video should be selected or edited to provide a more equitable lens?	It is a weird position to select a video with someone who can handle this position. The focus should highlight that and should be on could you versus can you. Do not prejudice people by physical look. Refer to the panel's comments in the transcript. Encourage finding exemplary employees to talk to the cadets through a video.
6) Is this video content acceptable to retain in the training academy curriculum?	No. Anni Michelle No. Rocio No. Andrea No. Maya No. If we make the video in house make some gender diversity and different body shapes. Angelica No. Joe No. Phil

Community Panel Recommendations

Video #1 Use of Force Legal – Tom DeBlass Highlights

Recommendations: The Panel unanimously voted not to keep this video. The following recommendations were made:

- 1. Do not prejudice people by physical appearance.***
- 2. Find a video that is in a police law enforcement context.***
- 3. Find videos with officers asking the should I question.***
- 4. Encourage finding exemplary employees to talk to the cadets through a video.***
- 5. Make the video in house with gender diversity and different body shapes***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936
Mark Spangler

Date 1/4/21
1-6-2021

Explanation:

The video will be removed and the panel's recommendations will be taken into consideration if another video is later used in its place.

Video #2 Use of Force Legal – Tom DeBlass Transient

Officer Carrillo provided context and commentary of this video.

Video Summary and Context – This one is like we pretty much already discussed. This is going to be the video where Tom basically encounters this individual, appears to be intoxicated out in front of a Wal-Mart and like I said pretty much uses good verbal skills, tactical communication and has what we consider good officer safety, keeps his distance, has his hands in front of him, takes his sandals off to maintain good footing and is eventually able to talk the person down. I don't know if the individual gave permissions. We do have Tom's.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – This isn't a comment about the like visuals in the video. But is the title of it like calling this person a transient, is that how the -- how this MMA fighter's camp titled it or how APD titled it? I want to know how we know that he's a transient. I don't know how far out of our purview this is, or if it is in our purview, but I think the title is interesting and the fact that both the camp and I guess now APD is like sort of made assumptions about this person's like housing status.

- APD's Response – The video that was released was, I believe, Tom DeBlass confronts drunken homeless man, we changed it to fit with our verbiage.

Community Panel – I can't remember this man's name, sorry, but did this man, did he insert himself into this like scenario or like did he just like happen upon the guy. Like it sort of felt like he like walked up to him to confront him, but again I don't know if I missed something in the beginning because my Teams was a little weird, too. It felt kind of orchestrated, if that makes sense.

- APD's Response – The video starts where the video they release begins. If I recall correctly the information his camp released was that they were basically going to Wal-Mart late at night. This individual was yelling and screaming, harassing other people out in front of the store, threatening harm to folks. And he that he basically kind of shifted over there because he felt that, okay, if this individual is going to attempt to actually attack somebody, he was probably more equipped for lack of a better phrase to be able to handle that situation and then, you know, what plays out plays out. I have never seen any independent confirmation of that or any other video that shows anything beyond this with this particular incident so I can't speak to that.

Community Panel – I think also, it's just, you know, like a pattern, we go to the patterns of giving grace to a white man. I misunderstood. I thought this was a boxing champion or MMA champion who became a police officer, so I didn't even get that it was out of context. I thought it was one, very odd, that he was allowing him to touch him. I thought this doesn't look good. This person could, the individual could like change. He was I kind of felt like his behavior could change at any minute and that he could become violent. It felt like this person, this MMA person who was an officer was actually putting himself in danger by being in that setting. I hear what you are saying about all of the stances and things like that. I guess I didn't pick up on that. I also just felt again thinking that he was an officer, that he

was giving him tons of leeway. Again, if this had been a Black man that would not have happened. Again, I misread it because I was thinking this is a police officer.

Community Panel – I feel more strongly that we should be watching it in the context of law enforcement, given everything else. And it just -- because you don't really know where to draw the line because he's not a police officer, it's just then sends all of these strange messages to the cadets.

Community Panel – I wonder if in the videos we have seen we've talked a lot about class. And the interactions with like police and folks who may be unhoused or things like that. So, I just don't want to give this portrayal of us versus them with, like, people who may be homeless, transients, unhoused, things like that and just kind of make sure that that's just -- we're cognizant of those things, you know, that we are not portraying those individuals as, you know, criminals, folks who -- I know there's more interaction potentially. I don't want that to be the narrative for folks. If there was the opportunity to show police officers giving grace to folks who are part of that community, I want to see that, especially folks of color. Because I do think there is a narrative that does not -- that shows the opposite of that.

Community Panel – I do have some qualms about this video. I don't know if it best right here. I just don't know the -- the honesty of this MMA fighter, to be quite honest, I do think it should be a police officer. I'm leaning towards a no. I'm leaning towards a no, but I would like to hear the other panelists. Just because I do see, based on some of the other videos, other sections that we've talked about, not that he was better than the other officers, but I did like the fact that even if he was -- if he was actually trying to talk that person down, I did appreciate that he started talking to him like in a lower tone and stuff like that.

Community Panel – It seems pretty strange to me to use a non-police officer video to try to talk about extending this -- you know, this good verbal tactics and de-escalation, particularly since they do it in a way that you know it in the video description the officer is probably not going to be able to do. They are not going to be able to hug it out with the people that they are interacting with. It just seems like I said earlier, you are showing the cadets a situation, the concrete details of which just don't seem to apply to what you are wanting them to think through. You are asking them to do a lot of extrapolation here and that seems, you know, unnecessary.

Video #2 Use of Force Legal – Tom DeBlass Transient	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	How do we know that he is a transient? The assumptions about these persons housing status is an inequity. Is this a moment to exploit this situation. Did the man insert himself in this scenario? It felt orchestrated.
2) What, if any biases did you see represented in the video?	White man receiving grace that is not given to other demographics.
3) Are there any patterns in the videos you see?	The video felt "celebretish" It felt like the pattern of giving grace to a white man. It was odd that he was allowing the man to touch him. It felt like the MA officer was putting himself in harm's way. He was giving the man a ton of leeway, if it were a black man, this would not have happened. Because you do not know where to draw the line, it can be confusing to the cadets. It seemed strange to use a non-police officer video to try to talk about extending good verbal tactics and de-escalation. They did it in a way that the officers will not be able to do, they hug it out. You are asking the cadets to do a lot of extrapolation here.
4) What would you edit in the video?	You cannot make out the facial features of the person involved. Preferably law enforcement context.
5) What type of video should be selected or edited to provide a more equitable lens?	Do not want to give this portrayal of us vs. them with people are homeless, transient or unhoused. We do not want to categorize those people as criminal. Check Joe's Comments.
6) Is this video content acceptable to retain in the training academy curriculum?	Soft No. Do not know if it is best right here. Do not know the honesty of this MAA fighter. Joe No. Angelica No. Andrea No. Rocio No. Phil No. Maya No. Anni

Community Panel Recommendations

Video #2 Use of Force Legal – Tom DeBlass Transient

Recommendations: The Panel unanimously voted not to keep this video.

- 1. Preferably law enforcement context. It seemed strange to use a non-police officer video to try to talk about extending good verbal tactics and de-escalation.***
- 2. Do not give this portrayal of us vs. them, or categorize as criminals, people who are homeless, transient, or unhoused.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The video will be removed and the panel's recommendations will be taken into consideration

if another video is later used in its place.

Video #3 Use of Force Legal – Marine Pugil Stick

Officer Carrillo provided context and commentary of this video.

Video Summary and Context – When I added these three videos in this section to the PowerPoint it was actually about two weeks before the shooting at Parkland High School. I actually thought about going in and changing this before I showed it to that cadet class to show some of the footage of the officer that was there on site, outside, I believe it was the cafeteria that doesn't make it into the school while the kids were being killed. I decided to leave this one, though, because there should be consideration, ethical moral considerations, the ability to take a human life, the aftermath and aftereffects for doing that for the officer as well as the community. It's a fairly deep, rather, if you will, heavy conversation. I felt that a second guy going directly into something like that with the Parkland video might be we get some people to shut down. The pugil stick video, the one that I picked, that one initially in the first place, we tend to have a decent number of folks in the class that are prior military that do have experience with this particular training evolution through their basic training. For those that aren't familiar with it, basically they are padded sticks that the two trainees are sent to go forth and utilize the techniques that they have been trained to use and so the "can" and "should" condition have been preset for them. Go in there and employ the skills and techniques they have been taught and utilize them to try to secure victory in the ring while utilizing those pugil sticks. This kind of demonstrates that one person is not quite as committed as the other and it can have a negative consequence in that context. This is just a training environment. Out here, the cadets are there at the training academy. We do understand that people make mistakes and we understand that it's a learning environment. So that the idea with this video in particular was basically demonstrate that training environment mistake to have that will to not be quite as committed to that, whatever they are going to do at that point and then show that you can have some personal penalties with that in the training environment, but obviously the real world can be a very tragic situation to the officer, to the community, to whomever by the officer's failure to take action, even though they may have the physical abilities, the technical competencies, decided what they are going to do which would have been in accordance with law, policy, case law, all of that good stuff.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – This isn't so much a question, just an observation.

This is a very short video, Gary, where these two guys just sort of run at each other. My read of the video is that the judgment that one of them hesitates is a little subjective and a little retroactive. One ends up on the ground so you can certainly sort of say, see, the way he did this cost him. But, you know, they are taught more strategies than just run at each other full speed, right? I mean, there are a number of ways to sort of use the sticks and use your body to deflect and perhaps gain advantage over. It feels contrived to me this video. Feels like I don't see a clear message that you just spent quite a bit of time spelling out in this very short video where it's not clearly the case. It's not liked the guy cowered. Just

wasn't as aggressive as the other guy. In this particular situation, that put him on the bottom.

Community Panel – I know I'm clearly not cadet material. I could not see it. I watched it three times, I was like where is the hesitation. I hear retroactively, yes, one person ends up on the ground, but I did not see the hesitation there. I don't know if there's a better example or maybe I'm curious, do people, do you feel like the cadets see it? Is that something because they have training that is something that people pick up on easily, because I did not?

- APD's Response – Maybe not the initial one. We do show the video a couple of times because it is so quick. To make sure that they do kind of see what we're talking about at that point and to go back to like we discussed, the other videos, I would love to have, you know, I could use something like I said, the Parkland shooting with the video of the officer hunkered down behind that planter, would obviously be a perfect example. I obviously felt that might be too heavy based on the previous context of the discussion, but it would certainly be an option.

Community Panel – I guess I did see hesitation. Just to clarify, this is the can-do portion right, Gary? Will you go over that one, one more time, probably slowly for the interpreters. One more time.

- APD's Response – Thank you for reminding me, Joe. We have basically their competence and confidence in their ability to successfully utilize whatever option they may choose. We have should, where they have examined basically the legality, what policy says what law says, what case law says, what their own personal, moral, ethical compass tells them is an appropriate answer and then we have will. The reality of will that they are going to start experiencing is they now, this week, perceive their first week of role play scenarios where we put them in as close to simulations as we can in calls that officers have actually dealt with. It's very different looking at something in an academic lens, in a video, reading it on a piece of paper as a table top or having an instructor ask you and discuss it. And then physically having to make the decision to take action that even in a training environment could cause injury or pain or something along those lines than obviously real world could, up to and including death. It's just basically having the intellectual understanding and realization and discussion with yourself that the reality of what is going on may cause you to be hurt or injured. Then on the flip side is that your actions could hurt, injure or potentially kill another individual and all of the repercussions that come with that, as far as the aftereffects for the community, for that individual's family, for the mental costs and things that actually occurred to the officer from taking a human life and the burden that they will carry with them for the rest of their life. This is where we really get into the discussion and the brass tacks, if you will, of what the realities of some of the things that we are called to do as police officers may entail and then how we do have to understand that those, once you really sit down and think about it to yourself in the dark of the night, you are being completely honest with yourself, you can't take a human life, that doesn't make you a bad person. Doesn't make you, there's nothing wrong with you or anything along those lines, but the realities of this job is what we are asked to do to, safeguard the public, for example the Parkland High School with an active shooter in the building, your inability to fail to carry out that action may have a terrible cost for other people. It's having people understand its vastly

different sitting in a classroom than in the real world or even on a scenario where we're not playing to those stakes. But that they need to start thinking about those things and have that sober personal conversation with themselves and their loved ones to be able to decide is, you will never know until you are actually faced with that situation what you will really truly do. We do stress that point. But to have that honest, honest conversation with themselves and the people closest to them about whether or not they are going to be able to do that. When the moment comes, hopefully they were honest with themselves and they will be able to do what they need to do and the force option they select is appropriate, legal, and ethical and that they figured all of this out ahead of time versus panicking in that moment out of fear and panic and lack of knowledge and lack of competency, selecting an option that's just a panic, fear induced stress response that then has these terrible long term consequences, so this really gets down to the core aspects as far as the ethical decision making for police officers and use of force, the ability to have that conversation with yourself about what you are actually going to do and what you are capable of doing and then are you prepared for the aftereffects if it ultimately comes down to that.

Community Panel – Thanks so much, wow, given that, I feel like maybe the Parkland video is the right video. What you have just said is incredibly powerful, feels like a really core teaching and asking people to look at the real-life aspects and so it feels like something like the Parkland video, where you are in that moment, do you move in or not. I don't know if there's a way instead of saying I don't want to do it, is there a way to set up the situation so you do feel like you can bring something heavy in, you know, maybe changing the context because what you are describing this video doesn't really do and maybe just opens it up a little bit? What you described feels incredibly important and showing a real-time video of the real-life consequences not on the playing, not in the training field would be much more impactful and really open the conversation up in a much deeper way.

- APD's Response – We do, we kind of work together Travis and I. The block of videos that you just saw, his class follows mine. It's something that we both talk about throughout the week and kind of circle back to numerous times throughout the week. I have thought about a few places that I could use the Parkland video for some of the other times when we do sit down and have a real focused discussion on that. That's definitely something that I will look at.

Community Panel – It's very short video and I think we're going to remove it sounds like. But I did want to share that in my opinion a lot of the videos that we see, not just for this module but as a whole it really is us versus them, where it seems like we are preparing officers to go to war. While I think that it's important that we train our officers to know how to deal with difficult situations, it seems like that's the main type of training, not just general encounters and this small clip just shows two people going at each other, you know, having to show this, this excessive use of force to dominate your opponent. I'm just not really seeing room for everyday general interactions.

Community Panel – I will tell you how this worked out for me, while you described it really took me back to my own training. I was trying to think about whether I ever talked to other officers about this or not or just sort of what I came to in my own thinking as a result of the training. What I came to in my own thinking was that I had to overreact in the situation. Because if I judged the situation carefully and I reacted just enough I was putting myself and everyone around me at risk, right, because what if I had misjudged, so I had better

overreact. I wasn't alone in sort of coming to that conclusion and deriving that message. I think that needs to be an explicit part of the training. We need to look at the ways in which we train that imparts that message. I would argue number two and number three here together imparts that message.

Community Panel – This video to me reinforced a message of bulk and brute strength that is very gendered, running at each other and not a real show of tactical skill. I remember one video where an officer, an APD officer was talking about someone being intimidated and one of the things that he talked about was that he was really bulked up from just getting out of the military, then we just had this MMA fighter and showing all of his physical, so it's a very masculine display of skill. I know that previously, I think it was BJ was like that's never come up, no one has brought that up before. I don't think it has to be brought up to be there. Like it's just kind of the air that we breathe around the perception of skill. And the perception of strength and the perception of force.

Like it's just the air, the water that we drink is all around kind of this masculine show of strength and that's reinforced in these patterns.

Community Panel – I know that if we do move to the Parkland video, there's some, you know the conversation is going to be heavy. Is there a way to move into a break after watching the video? Like is there a way you can move your schedule into accommodating that or do you generally do that?

- APD's Response – I'm trying to think where it lands in the actual PowerPoint, but I'm sure that I could figure something out. That's a good suggestion.

Community Panel – I would also like to suggest that we avoid video clips that are about the military. I think there's enough militarization in police work. And the pugil stick is performed for Marines because Marines are being trained to do a very different kind of thing than what police officers are being trained to do. Or at least how police officers should be being trained. I would just like to recommend that we sort of reduce the conflation of policing and soldiering as much as possible in our training.

Video #3 Use of Force Legal – Marine Pugil Stick	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None A lot of men again
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	A lot of men again. This video reinforced being bulked up and brute strength and not a real show of tactical skill. It is a real masculine show of skill. The masculine show of strength is reinforced in these patterns. A lot of the videos is this "us vs. them" pattern where we are showing our officers how to go to war. This small clip is showing how people go at each other. Not seeing room for everyday general interactions.
4) What would you edit in the video?	The clip is too short. This video does not convey what you want to get people to think about.
5) What type of video should be selected or edited to provide a more equitable lens?	The parkland video would be better than a short clip. If we move to the parkland video to place the video before going on a 15-minute break after watching the video. Avoid video clips that are about the military. Marines are being taught a very different thing than what police officers are being asked to do.
6) Is this video content acceptable to retain in the training academy curriculum?	No. Maya No. Phil No. Andrea No. Anni No. Joe No. Angelica No. Rocio

Community Panel Recommendations

Video #3 Use of Force Legal – Marine Pugil Stick

Recommendations: The Panel unanimously voted not to keep this video.

- 1. Choose a longer clip. The clip is too short.***
- 2. Choose a video that conveys what you want to get people to think about.***
- 3. Use the Parkland video rather than a short clip.***
- 4. If we move to the parkland video, take a 15-minute break after watching the video.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The video will be removed and we will attempt to find another video that meets the panel's recommendations.

Video #4 Use of Force Legal – Hamilton MN Shooting

Officer Carrillo provided context and commentary of this video.

Video Summary and Context – This video was one that we had watched previously. I believe BJ had it in the tac comm as one of the SAFER videos. The video is used in this presentation where we have discussed basically at this point the evolution of moving use of force, police deadly force to the fourth amendment objectively reasonable standard and removing all police force to [indiscernible] with intentional seizures and now we've moved to basically the use of force against fleeing felons. The way this video is presented is the cadets basically just hey, watch the video, officers making a traffic stop, he'll explain why. They'll watch the video through the conclusion of the video and then I'll ask the room, show of hands who thinks this is an objective application to reasonable deadly force. I'll pick one person from each side to say why they think it is and isn't and respond to each other. Someone who thinks it's a good video, why you think it's an objective reasonable use of deadly force, respond to cadet so and so who said they thought why it wasn't. Explain what's wrong about his reasoning, then go to the other side, those of you who thought it wasn't a good objectionable use of deadly force, the last person that responded what's wrong with their argument? With the goal pretty much of having them be able to start to apply the legal knowledge that they've gained employ what the courts have said and start to try and apply it as well as forcing them to learn how to articulate the totality of the circumstances as far as decision making, what's important, what's going to be considered in a report and in court and things like that. Once we've kind of hashed that out and -- sometimes the class will eventually all end up in one side or the other, people's minds change, which is good. I'll tell them that this is in fact according to the courts a reasonable objective application of deadly force and I'll give them the facts of the case because that helps them to study to able to recall what actually occurred in this particular case. And then we'll move into talking about how Tennessee versus Garner discuss and what the five-prong test that the Supreme Court laid out as far as the use of deadly force against fleeing felons, what and policy says and we'll move on from there.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I want to say for the transcriptionist the phrase that Gary keeps using there is objective reasonable use of force. Didn't we have a conversation earlier in our sessions where I think Angelica asked what is the APD policy on the use of deadly force for those who are fleeing in a vehicle? I thought the answer was and policy is you did not use deadly force for a fleeing vehicle. Am I misremembering that correctly or what?

- APD's Response – We would not necessarily use deadly force and our policy is more restrictive than state law. We could use deadly force against an individual fleeing in a vehicle if we had basically probable cause to believe that not immediately stopping that individual was going to present a risk of immediate serious bodily injury or death to another individual. We're much tighter than what the Supreme Court handed down in

Tennessee v Garner, but we still have that authority in very tightly controlled circumstances.

Community Panel – So do you have them also debate the Austin local law? Is that also reviewed prior to this video?

- APD's Response – No. We don't get into APD policy until another case because when the way I teach the cases is I introduce it at the national level because with the Supreme Court because that's the least restrictive and then if we have something from the Fifth Circuit, our appellate court, that's more restrictive and if we have something from the Texas court of criminal appeals or the Texas Supreme Court, that's more restrictive, then finally, Travis County and the Austin Police Department. We work from what the broadest standard of the court is all the way down to what our policy specifically allows us to do.

Community Panel – How do you think it would go if you did it the other way?

- APD's Response – I think I would probably end up with the same result to be completely honest. We actually have the case dealing with the local case that deals specifically with shooting at vehicles which is out of San Antonio, was something added by TCOLE several years ago and that basically just fit in very neatly in a block where the APD policy part could go in as well. I don't think it necessarily would necessary anything up to flip it around the other way. I would have to reorder my cases somewhat.

Community Panel – I haven't thought about this very long, but I kind of like the idea of starting with the most permissive and ending with and the most restrictive policy and sort of leaving them with the message of what are the boundaries around their actual practices.

- APD's Response – I do think it also helps in the sense that when we have the discussion of okay, what do you guys think the Supreme Court said, they're not getting confused on anything because when we introduced the initial topic, it is they're not trying to think, they're probably going to be less restrictive than APD policy so I don't know. It's an interesting question, though.

Community Panel – I guess for me I like the fact that there's dialogue around the case law. My hope would be that at least we bring that this video is referenced whether we discuss and policy or just a snippet of saying we're going to discuss and policy around this later down the line so cadets know what to look out for.

- APD's Response – One thing I noticed this morning looking at the videos, there is a logo in the upper left-hand corner of the video so we'll pull that out.

Video #4 Use of Force Legal – Hamilton MN Shooting	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	None
4) What would you edit in the video?	Pull out the logo in the upper left-hand corner.
5) What type of video should be selected or edited to provide a more equitable lens?	None
6) Is this video content acceptable to retain in the training academy curriculum?	Yes. Rocio Yes, with the discussion that Gary referenced Yes. Joe Yes. Maya Yes. Andrea Yes. Phil Yes. Anni

Community Panel Recommendations

Video #4 Use of Force Legal – Hamilton MN Shooting

Recommendation:

- 1. The Panel recommends removing the logo in the upper left-hand corner of the video.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936

Date 1/4/21

Mark Spangler

1-6-2021

Explanation:

The logo will be removed.

Video #5 Use of Force Legal – Training Breach

Officer Carrillo provided context and commentary of this video o.

Video Summary and Context – This is just basically a straight-up attention getter. The cadets have been listening to me talk for about a day and a half at this point. I don't remember if this was right after lunch or they're last break before lunch and the next block we're going to be talking about is actually forcing entry and injuries sustained during the use of some kind of forced entry. This is just a training breach that a SWAT team is conducting somewhere. If I recall correctly this is somewhere out of Colorado. They overcharge the door. Basically, you see explosive, they knock the ceiling lights down on themselves, blow the ceiling down on themselves. You can hear everybody laughing as they're trying to figure out what happened. It's basically an attention getter. It ties into the next one only in the sense that we're moving into talking about forced entries.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – It was hard to understand what was going on, what to see. If it was an attention grabber, that's fine. It didn't really do it for me because it's not only you can't see anything, but it was grainy and felt like it was coming in and out of focus. So that's a pattern of poor-quality videos.

- APD's Response – I don't have the original of this one anymore so when I exported it back out of PowerPoint, it down sampled it extremely. It's not that bad in the PowerPoint, if that helps any.

Community Panel – Do you all talk about explosives in this module? How to not use too much? It's an attention grabber, just wondering.

- APD's Response – I do mention that we do not -- they're not going to learn how to explosive breach or anything like that in the academy. But we do teach them ballistic breaching as an exigent entry method for an active shooter situation. They will get that. We pretty much tell them they're not going to learn how to do that in the academy.

Community Panel – In what section do you all cover hostage situations?

- APD's Response – In this block there's not going to be anything talking about this, this entire week. Really the main time that they're going to address that is going to be during their tactics week with the staff that are going over. It's basically part of the active shooter block, active attack block. It will be probably about on average about eight to 10 weeks after this class.

Community Panel – You're saying that there is form training for hostage situations? Just for context for the group, I'm specifically asking that because of the Virginia Perez situation where her son was killed in East Austin through a hostage situation. It just brings a flashback to that specific situation.

- APD's Response – Absolutely. And I know on the tactical side the negotiators come in and talk to them about what they do and basically until we get a hostage negotiator

there here's some things to keep in mind. I don't know when that lands in the academy, though.

Community Panel– How is the video received? Like you've talked about like the reason you show it and attention grabbing. And after however times you've used it do you feel like it's effective? Do you think it's needed? How is it received?

- APD's Response – It definitely has a kind of anywhere from people chuckling at it to surprised exclamations from the ceiling comes down. It certainly works effectively to get people kind of back from the post-break lag if you will. I don't use attention grabbers very much at all. I had this video, it just kind of fit when I found it so I put it in there. I definitely think I could work without it. It's not a big deal one way or the other. It has worked well for that purpose.

Community Panel– I guess I'm sort of on the fence and that's why I asked that last question is because if this isn't something they learn, let me ask another question if you don't mind. I'm guessing that they see videos related to breaches that they actually learn and we're just not seeing those. Or is that wrong?

- APD's Response – They will actually do that hands on versus videos, but yes, they do that.

Community Panel– I'm also on the fence. I totally understand that it's an attention grabber. It grabbed my attention because I was trying to figure out what was going on and then I was like whoa, it just went black. I think the SWAT aspect bothers me, but it's so short I'm willing to go the other way if folks think of it. I don't feel that strongly is what I'm trying to say.

Community Panel– I don't feel strongly about the video only because it was hard to see, but if there's a better version in PowerPoint I'm down for using it. I was watching it and it went black and I thought it was my screen, I thought it was Teams shutting down on me again.

Video #5 Use of Force Legal – Training Breach	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	None
2) What, if any biases did you see represented in the video?	None
3) Are there any patterns in the videos you see?	Militaristic pattern. There is a pattern of poor-quality videos.
4) What would you edit in the video?	This video was extremely hard to see and understand what was going on. Grainy,
5) What type of video should be selected or edited to provide a more equitable lens?	Videos that are not militaristic.
6) Is this video content acceptable to retain in the training academy curriculum?	Yes. Anni-Michelle Yes. Angelica On the fence. Maya Yes. Joe Yes. Rocio Yes. Andrea Yes. Phil

Community Panel Recommendations

Video #5 Use of Force Legal – Training Breach

Recommendations: The Panel agreed to keep this video and had the following suggestions:

- 1. Use videos that are not militaristic.**
- 2. Find videos that are of good quality and not grainy. This video was very hard to see and make out what was going on.**

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936 Date 1/4/21

Mark Spangler 1-6-2021

Explanation:

The video will continue to be used until we can find additional videos that meet the panel's
recommendations.

Video #6 Use of Force Legal – Hudspeth Shooting 1

Officer Carrillo provided context and commentary of this video.

Video Summary and Context – If any of you have sat through the citizen's police academy before through my portion this is the videos that I use toward the ends of that presentation if they look familiar. By this portion of the class we are pretty much done with the adding new case law and now we're taking a look at applying the case law that's out there that they've learned what is the Supreme Court and the U.S. Fifth Circuit and Texas court of criminal appeals, all those different courts, how do they look and evaluate so that we can kind of judge and put it together to judge the cadets' understanding of how this all fits together in its totality with a lot of different elements that we have there. One of the challenges again with the videos is trying to find something that is precedent shall or persuasive for our circuit court, which is the U.S. Supreme Court or the Fifth Circuit court or one of the circuit courts that we have the video that it's not part of a reenactment or something like that.

This video is basically shown to help them to have them put together how this all works. I preface it in the first place this pursuit would have never been authorized by the Austin Police Department because of what it initiates off of, a simple traffic stop. Our policy could not allow that. I say watch the video and then at the end of it we'll talk about it.

So, they go through, they observe the pursuit, they observe Mr. Hudspeth exit the vehicle, being shot and killed in front of the convenience store. Then I ask the class show of hands who thinks this is an application of deadly force.

The overwhelming majority of people always say no, it's not. The few people that I do ever get that do have their hands up who say it is, when I ask them how so their response is always the camera obviously didn't show something. Okay. I didn't ask for you guys to come up with any excuses or anything. I set based on solely on what you see from the video was it good, was it objectively reasonable use of deadly force? And with that the class invariably comes back with no it wasn't.

We talk about based on what he hasn't learned what are the issues with what the officers did, what are some factors in the totality of the circumstances solely with what is shown in that video that led this to not be objectively reasonable. The lack of a visible deadly threat, the lack of any prior knowledge or other threats that would lead them to believe that there's a threat. I'll go around the room asking for people to, hey, what are some problems that you see that arise here that we don't have that basically leads this to not be objectively reasonable. We then proceed through another couple of slides that basically detail the lawsuit that ensues. There's a news article from I believe it's the Shreveport, I don't remember the name of the newspaper, but the Shreveport something or other that details there's a DOJ investigation ongoing, the police chief has resigned. Then it finishes with another slide that's another clip from that same paper with the news article, the DOJ finished their investigation, cleared the officers, they're granted qualified immunity, no charges filed, basically case is dismissed with nothing happening to the officers. At that point we have a conversation about what the public narrative is with this type of incident. Obviously, this is the hot button incident with police use of force. There are obviously other things that we as officers nationally have done across the country that cause for an uproar, but deadly force instances are the hot button across America and particularly in the modern age if you will of law enforcement.

What's the public perception of this? With just those couple of news clippings what do they think the public perception of this is? Do they think justice was served, do they think the court system worked the way it was supposed to or these officers quite literally got away with murder? We have that conversation about how this incident went down based solely on the video, how it's perceived, what the legal questions that would need to be answered, but just based on the information we have in the video have not been, and what problems those create and then with the follow on in the courts, how is the public taking that and why are they taking that? Then what now when they've gained extra information are, they seeing anything that maybe the public isn't understanding? In general, the answer is no because with that first video there's really nothing there that makes the officer's actions in any way, shape, form or fashion acceptable.

Then we move into the second video and I don't know if you would like me to go into that discussion as well since they're closely related or we can wait to hit that after Sherwynn goes through the set of questions.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel's major comments were consolidated and are listed below along with APD comments as appropriate.

Community Panel – I'd like to hear how the videos work together.

- APD's Response – Once we're done with that, we then play the second video and all three videos, there's three patrol cars involved in the pursuit. All three videos were released to the media at the conclusion of the lawsuit and the DOJ investigation. And the first video that is shown is the one that was widely publicized and shown. The second video we watched was not shown terribly often to my understanding and the third video that the cadets don't watch basically doesn't show any of the action but can be used to synchronize by using the audio track it can be used to synchronize the action across all three videos to show what happened. Once they watch the second video, I again ask the same question, based on what you saw in the video does this appear to be an objectively reasonable application of deadly force. Hands go up across the room. Occasionally we do have people with differing opinions and that's fine because it's their personal interpretation of their moral, legal, ethical compass based on the information we had. As long as their reason for not deciding it's an objection actively application of use of deadly force is not based on a knowledge of law, finding of fact is their personal opinion and that's fine, why we're having these discussions. We discuss basically the various actions related to other cases we've talked about, the officer's reasonable perception of the suspect having a weapon that ties into another case that we talked about previously. Whether the suspect actually points what they believe to be a weapon at the officer at that moment in time the shot was fighter. That relates to another case. We go back and we look at the first video because an officer actually opens fire that's not visible in the second video and unless you've read through the case notes and really looked at that time, you're not aware when it happens. It kind of ties the whole narrative of what occurred that tragic evening into being able to kind of understand the flow of the events. We take a look at finally what's the court's actual ruling on this, what are the things they're looking at based on the totality of the circumstances and the articulative

facts and circumstances of that case to determine whether it's objectively reasonable and putting that in the context of all the cases that we've looked at prior regarding shootings off of vehicle pursuits, individuals that are armed with weapons, but not pointing them at police officers, reasonable but mistaken belief that a subject was armed and presented a threat. We tie that all together to put into this discussion to kind of come to an understanding of why the courts ruled out they did. I do try and shy away from whether or not that's the correct ruling because the reality of the situation is the system that they work in we don't make that determination at the judicial level of whether or not that is objectively reasonable or not. We simply go with here's the reasoning and rationale and we apply that. So occasionally we do delve into it a little bit but the point of the discussion is more taking everything we've talked about and fitting it into the framework to come to this is how this incident was resolved by the U.S. Fifth Circuit, which is our court of appellate court here in Texas. Here are the factors that went into that ruling to hopefully have them have the academic understanding of how the courts look at this incident and how these very, very contentious incidents end up being ruled in the manner that they are.

Community Panel – I'm sorry, in the end nothing happened to the officers? Is that what the ruling was?

- APD's Response – Correct. The officers were granted qualified immunity, which is immunity from a federal civil rights lawsuit and there were no criminal charges filed.

Community Panel – I understand why you would probably shy away from questioning whether the court made the correct decision here. There's plenty of discussion to be had around that based on the videos, based on what we see in the videos about when the shots were fired and which hand, he used to point at the officers and where the phone was, right, which hand the phone was in and whether he used the phone in a way that made the officers reasonably believe that there was a weapon. But I guess setting all that aside, a concern I have is that there are almost no cases where a shooting situation like this is not decided in the favor of the officers because of the history of the granting of qualified immunity and the particular way that that works. The particular way that that works in the courts as it has been interpreted that basically an officer has to do something that has been decided as criminal in some other case or the officer is basically given the benefit of the doubt, which over and over again sort of determines cases as granting qualified immunity and increasingly makes it difficult for there to be a different kind of decision in the case. I don't really know how to connect this to the question of whether this video should be used or not because you do, I get what you're training and that you have to train it and I get why this video works but I guess I have to ask are there some other cases where the result is less where the result is clearer-cut, where the result is less questionable and where again that we don't see white officers shooting Black men in the back?

- APD's Response – I completely understand where you're coming from. The closest, majority issues trying to be able to find something out of the Fifth Circuit since that's what we operate under, and as you having worked as an officer in Texas you know how the Fifth Circuits works. It's a case out of Idaho or Illinois. I don't remember which one it is, where it is a white suspect that is shot and killed by white officers and the officer who pulled the trigger was actually convicted of murder. But again, it's our circuit court and the Fifth Circuit, their direct ruling contravenes that one and as much as I would like to

be able to show that to be able to talk about how different courts view different things and in service it's an excellent discussion to have. But for cadets really trying to understand what their legal authorities and responsibilities and how this all works here in Texas; I just don't know if introducing something that directly contravenes what they're going to be judged under in Texas is necessarily the best option. That's always bothered me is there's not good videos out of the Fifth Circuit and part of that is, you know, however you want to interpret out the Fifth Circuit rules and what they do and all that here, that's the reality of what we work with here. I've looked a lot to find something out of the Fifth Circuit and I can't find anything.

Community Panel – This is where I'm struggling as well. It feels like you're giving them carte blanc. All of that brief discussion feels like it ends in a very uneasy place and I don't think that's how you're trying to teach it, Gary. I don't know how to make that better. I don't know how to, I understand it's what they need to know, but also at the same time it takes away from accountability in my eyes.

Community Panel – I watched them backwards because that's how they were listed so I didn't actually watch them in order. I watched the one and when I saw it, I was like that looks like a phone, and then in the second one I was like you can't even see anything that he did. I don't know what to do about qualified immunity. I think that's my issue right now is I really don't like qualified immunity.

- APD's Response – I want to say there are 30 something odd cases in this class. I remember it used to be in the 60s so that's why I don't remember the number off the top of my head when we tried to drill down to the real core specifics. What we talked about officers reasonable but mistaken beliefs and how the court evaluates that, there definitely is a lot of discussion about the feeling that this case is like Phil said if you can keep a straight face when you say it you can get away with murder. We delve into one of the cases I talk about, there's no body camera or anything, but it's basically we discuss how witness testimony and physical evidence can be used to contradict an officer's statement to deny them qualified immunity. There is absolutely the background to go into there is a legal process and to verify or dispute those claims when they're brought up in court. You know, it's not just left hanging in a vacuum that hey, this happened you will be fine if you do the same thing. It's absolutely not like that. We do discuss the point like Maya just brought it up that the camera doesn't necessarily reflect what the officers are seeing and that's one of the things that we do go into as well is the officer's subjective recollection of the events versus the objective facts of the event, how the court looks at that, how it's ruled about. We've covered a day and a half of the fourth amendment and how use of force is regarded by the legal system in the United States, specifically here in Texas, and this is kind of putting that fusion together. I agree, it's not the most palatable database to work with, but that's the legal environment that we have that this all fits together, unfortunately.

Community Panel – In the first week we were seeing the videos about teaching the law as to how, what is it you need to say in order to pass, you know, to be able to get it accepted in court, right? Whereas what we really wanted to talk about is what's community safety? What are people's ethical duties, et cetera? Which I feel like is what I hear you trying to talk about is what is the personal, moral, ethical, legal responsibilities. I feel trying to do both

causes the gray area. I don't know if there's a way to separate them out so that all the cadets absolutely understand what the law is, but they're having a separate conversation about what their personal, moral and legal, ethical responsibilities are.

- APD's Response – Kind of the two major issues that occur when we start teaching any kind of case law, particularly use of force is the Supreme Court actually said there's no bright line use of force rules. There's no always, no “nevers”, nothing along those lines. It's always based on totality of the circumstances for each individual officer in the specific incident that they're in. And the other line is the realistic aspects of the case guide the training. I think trying to divorce the ethical moral component and just here's the law and then here's the discussion of ethics and morals does a disservice because the reality of the situation is that when if that day ever comes for those officers, which fortunately is few and far between for police officers nationally, they're going to be faced with having that decision based on their personal, ethical, moral compass, as well as an understanding of agency policy, what the law in their jurisdiction says, and their ability to put that all together on what they're trying to do based on their skills and capabilities. I hear what you're saying, Andrea, as far as breaking up that discussion to make it a little clearer and not divorce, if you will, the type of behavior shown here. But I just don't know if there's a way to do that that doesn't artificially say this is because if you look at the law the law says no, what those officers did was legal and it was objectively reasonable and we're not going to file criminal charges and we're going to grant them qualified immunity. That's what the court said, that's what the law is which by definition makes it legal. Me personally I feel like we have to have that underpinning to have the discussion of the moral, ethical decision-making process because I think if we remove the question of what society and the courts say right and wrong, then any discussion of morality I think, and ethical decision making in that framework becomes kind of moot because now if there's nowhere to say if the courts say that this is okay, then that's just the discussion for legality, then having the moral discussion is very, very different than, okay, we know that you can do this, the law says this is legal, but is that an ethical decision to make in this and why? Explain it to me, why do you feel like the correct answer in that case? It's one of those very thorny issues that I've struggled with teaching this for nine years to figure out a way to do that. That's my personal thoughts on that.
- APD's Response – I really don't want to delve into the discussion of are the courts making the correct decision because that's not our place as a police officer to make that decision. That's our place as a citizen to make the decision and to change the political system to make the decisions. It's really here's what the courts have decided, here's what the background of the law that led to that point. Now ethical moral considerations are ones that you personally are going to have. Here's an example of something that a lot of people, what I pose to the class is here's an example that a lot of people in the room might feel was improper police conduct, but just because you feel that way the law says something different. So, have that conversation with yourself and your loved ones tonight or later on throughout the academy with knowing that this is where that line is drawn, is that is that how you want to be involved here? Is this what you potentially want to do and have to potentially make this decision to have them have that personal conversation. I love having sidebar with the cadets on break or when they have downtime in the classroom to be able to talk in-depth about these issues with them. But

I feel it's wide ranging to keep the class on focus to have it with the whole class necessarily when we're trying to focus in on what the legal objective or concept is necessarily.

Community Panel – I'm going to try to put this in a very cohesive way, but it's not cohesive in my head. Because I get where you're coming from and I get that you have to have some kind of basis for it, but I also know that in the history of this country so many things that we consider unethical have been legal at one point in time, right? And so, I don't think we can while I get it is important what courts have decided, I do believe that it merits, but what's ethical, right? But what's right? Because without a focus on that and for me to listen to you saying to decide whether you can do this or not almost sounds like whether you can follow, whether you have to follow this kind of behavior versus what you think is right. I think it's a very different conversation about the other video where you brought up that question. Like have a conversation with yourself and see if you can take someone's life. I understand that there are situations like that. For me this video was not that situation.

I understand the law is part of it. I understand how courts decide is part of it. But it can't be the end all be all for how we decide our behaviors because they have been wrong before.

Community Panel – They're wrong before they're wrong currently in an ongoing way, so this is really sort of a bigger point. I don't know if this is a parking lot point or a theme point. This is a bigger point than these videos. But it connects to what we have been talking about since we first began talking here. I think the way Kellee put it when we first started is that there is larger sort of cultural world views. Larger cultural narratives that are at work and cadets and police officers are not immune to those, right? They're not able to sort of set those aside in the way that BJ sort of kind of gestured toward by talking about a professional face versus a personal face. We're doing a disservice to ourselves; we're doing a disservice to our police departments; we're doing a disservice to the cadets if we pretend that those cultural narratives are not at work in our court systems. If we pretend that the Fifth Circuit didn't decide that this was a reasonable use of force in this particular case, being uninfluenced by the larger cultural narratives of the inherent dangerousness of Black bodies. The fact that these court cases get decided by being fully sort of put in those culture narratives and then pretending that they were made in an objective way and this is just kind of an objective decision that doesn't really have anything to do with those larger ways of seeing the world, that's how we get into this situation where these kinds of incidents happen over and over and over and over again because they're not the fault of bad apples, they're not the fault of some bad police officers that shouldn't have been there. They're the inevitable result of systems that refuse to look at how they see the world and how they carve people up in that world and how they assign value to people in that world.

- APD's Response – This may not fit right with this section we're in, but do y'all think there would be value in showing the video out of Idaho, Illinois, whichever one it was, where another circuit court ruled that facts and circumstances reasonably similar to this, enough that most people would say it was congruent, but it was an individual was killed by an officer and that officer was convicted of murder. Do y'all think there would be value in showing that even though it's not the standing law here in the State of Texas, if you will? Jurisprudence here in Texas?

Community Panel – Yes

Community Panel – I'm going to cheat because I just want to highlight something about what we already talked about. Gary, if you show the other one, I think you have to have a conversation about how cops weren't found guilty of shooting a Black person, but were found guilty of shooting a white person. I think the racialized bodies involved in those two incidents has to be a part of the conversation as well.

Community Panel – Is that a conversation you feel comfortable having, Gary? I know sometimes it can be uncomfortable to have conversations around race.

- APD's Response – The conversation itself doesn't matter. Let me rephrase that. The conversation I don't feel uncomfortable having it. The reason that I am mildly concerned about that is again the focus on the class is where the -- what does the law say? What do the courts rule? All the other cases that I don't have videos for I don't have any clue about the ethnicity of anybody involved. I just know this individual, this occurred, these officers, things like that. I don't know if having that conversation in the context of that matters beyond the reality of society and how we police in it and I just don't know if that maybe not matters isn't the right word. I don't know if it's appropriate for the teaching objectives and what we're trying to accomplish in the course to get them ready for everything on Monday. I think it's a valuable conversation to have, don't get me wrong, I just don't know if in this block of instruction is necessarily the most appropriate place to have it. But to be completely honest I don't know where a good spot in the academy is just because of everything that's involved and what the goal we're trying to have in most classes is.

Community Panel – So for me I don't know if you can have a conversation about use of force in modern policing without having a real conversation about race.

Community Panel – Yeah, maybe this is a conversation that a different department could also step in and help. Because I think it's not just about case law. I'm not seeing within the academy where we're teaching how to police within diverse communities and in a way that's respectable and in a way that I think officers really understand that context. I think this is a great opportunity to at least start having some of those conversations because that is the case law. The law is sometimes just or not, but officers have to enforce it. But at the same time there needs to have this conversation, when you have the power of having a gun, right, and you fear for your own safety, sometimes you have to really think about why is it, is it an unconscious bias or is it really the situation? I don't think there's too much instinctive about that. I think you're having a very powerful conversation, Gary, and I will really hope that you guys could just push yourselves a little bit more because a lot of justice can be done just with one simple conversation. Maybe somebody doesn't even know about unconscious bias. I feel if somebody is looking at this, I could already see two people debating, one person debating how this is wrong and another person debating how that was justified and that person is going to be on the street policing Black and Brown communities potentially and that's not an officer I would want to come across.

I agree with what you said now and from a pedagogical perfect this is really a good opportunity for interdisciplinary kind of collaboration, right? You mentioned maybe somebody from a different class or a SME from a different area of expertise to come in and collaborate. The faculty can collaborate with one another to make those points. And I think it really is a good opportunity to have those discussions.

Community Panel – I think a larger kind of point is I do feel over the course of this journey that we've been on, I've felt that there has been an apprehension to infuse some of these cultural norms or experiences, I should say, that certain communities feel and it's hard when I'm watching this video and hearing like the discussions that I'm having. Like if an officer goes to the community and are trying to have dialogue with someone, you do hear a lot of officers say, well, it was justified, it was legal. But I don't know if that necessarily will in the long-term build trust because these are narratives that I've heard over and over without that accountability. I do in the long-term think it does a disservice to not prepare people for those critical conversations that they may have with community members, even when it's not a protest or something that amps up our emotions and our feelings. I think just talking to someone on the street like in hearing an officer talk about like, you know, general things that happened, those things come up. But then also to go back to the original point, I do want APD to infuse a little bit more about race within their different areas because like Maya said, it really is the big elephant in the room. Let's not talk about elephants, but it's the big subject in the room. It's the one thing that permeates so much of our life, intertwines so much with our life, intersects with and impacts people so much that to not talk about is a big problem.

Community Panel – I know the video is mostly focusing on case law. I love what Joe has said and I also think about like the mental health impact that also officers have, right, looking at 172 officers that died by suicide last year and the impact that's also had whenever they're involved in a use of force situation, public backlash. Looking at it from the perspective of the harm that's done to the community, the breach of trust, but also the decline, mental health decline that the officers see and kind of like this, you see the unions protecting them, but at the end of the day you know they're getting, excuse my French, a bunch of shit from their colleagues. I think there needs to be a very large conversation and hopefully maybe this is the start because I'm not really seeing it anywhere within the training. I think it's a win that we're going to have a training of the history of policing, but we need to go a little bit more in-depth also talking about race, right, and everything that's happening there and having it led by officers with the assistance of people that do this type of training from a diversity inclusion, equity standpoint, but also talking about the impact that officers see whenever they make one of those mistakes and their families too.

Community Panel – It's just really hard for me in this moment to even kind of say yes or no to this video because listening to Gary talk, like I can see why this video is chosen, it does make sense, but even after going through this entire journey and seeing so many videos with like the same situation and the same pattern is just so hard to be like, yeah, this is a good video to use after going through this entire journey where you see like white police officers and Black unarmed man. It's a weird situation with it.

Community Panel – I do have an issue with the video because it is another unarmed Black man getting shot by white police officers. So, there's that. But I understand that it's important to teach for the discussion that needs to happen, I just worry about the discussion. I think my main concern is where the discussion is getting left, and without a very real conversation about what kind of organization do you want to represent, do you want to be a part of, what kind of force in society do you want to have.

Like I don't see how you cannot have those conversations. I understand that you're having some of them, Gary. I think I'm just worried at where it gets left and if it just gets left at

where it's legal and that's the statement about it, that's where I have such a hard time with it. I really struggle.

Community Panel– It's so hard. I feel bad that Gary will have to have this conversation because I don't see it anywhere else. It's a heavy lifting, but we need to have this convo. We need to have it. I hope this is where Dr. V can have some recommendations as well as APD and the new group that's working on this video, this revamping the whole training curriculum because we're really just not seeing these conversations had so I can't toss out the video because I don't know when we're going to have that conversation so I'm so-so. I really hope that the discussion within APD is how can we have this conversation with education to people, but really pushing the boundaries within the department.

Community Panel– I just want to say that I really appreciate the thought and like how insightful this conversation has been and the thoughts that have been that everyone has brought up. I think I want to bring back the word contingent, a contingent yes. I say that because that yes, the conversation, the larger conversations surrounding race and all those need to be had. I really like the idea of bringing in that other, did you say it was from Illinois, that video? I was thinking about the way that it might be interesting to be incorporated is playing both of those videos, having the discussions not saying which circuits they're from and using that conversation that the cadets have about okay, why do you think in this case it was justified or why do you think in that case it wasn't, blah, blah. Then bringing up that conversation about circuit courts and, you know, controlling case law at the end and yes, it's case law, but do not let case law be the barometer of how you make the decisions in terms of how you do this. It's a you can, but and can in the sense of like legally. I know we were talking about can in terms of physical ability, but of course they've said it themselves. They're not out in the field doing this work and it is just a really messy area. So anyway, I think that would be a really interesting way to incorporate that video, but so wrap up this long soliloquy, I will say consent yes.

- APD's Response– I really like that idea. I think if everybody is good with me keeping the video, I will steal that and implement it for whenever that next class is.

Community Panel– Yeah, Gary, not steal. We're having this conversation about how to open it up. I'm feeling very emotional about this because I'm feeling on the fence too. I just am so appreciative of the conversation and all the different aspects that we've brought up. I feel like this video encapsulates so much of what we've been talking about over the last seven months so there's so much there. It's not so much a question of whether you use it or not, but how to support. I so appreciate the thoughtfulness in which you have been really, you try to do your job every day, Gary, and like how you're really working to push the cadets and get them to open inks up and how do we support you and the department to go deeper in the conversations it is about race being a part of everything and not just sequestered in one area.

Video #6 Use of Force Legal – Hudspeth Shooting 1	
Questions	Community Panel's Responses
1) What if any inequities did you observe in the video?	White officer shoots a black man. The justice system.
2) What, if any biases did you see represented in the video?	A young black man being shot in the back. Black man being shot when other people are not, as he is walking away. Total lack of grace for black people. Black bodies are perceived as more dangerous and we need to use more force on them than on other bodies.
3) Are there any patterns in the videos you see?	No criminal charges filed on the officers due to qualified immunity. White officer shooting a black man in the back. No accountability. This is not a what not to do video. What is the case law? Talk about case law in the first circuit. Check Phil's comments. Check Andrea's comments.
4) What would you edit in the video?	What is the case law? Talk about case law in the first circuit. Talk about what is community safety so that all the cadets know what the law is.
5) What type of video should be selected or edited to provide a more equitable lens?	You have to have a conversation around how cops were not found guilty for shooting a black person, but were found guilty of shooting a white person. You cannot have a conversation about police without having a conversation about race. If we do not explicitly talk about it, it will reinforce ideas that they already have. We must have conversations around how to police in diverse communities. When you have the power of having a gun and you fear for your own safety, its unconscious bias or a real safety issue. Infuse more about race within the different areas, because it is the big subject in the room. It impacts people so much, that it is hard to not see it and not talk about it because it has a direct impact on communities. Give more. There needs to be a large conversation, we need to go more in depth talking about race with officers, with people who have the experience with dealing with diversity and inclusion.

Video #6 Use of Force Legal – Hudspeth Shooting 1	
Questions	Community Panel's Responses
6) Is this video content acceptable to retain in the training academy curriculum?	<p>Yes, with some nuanced conversation with the cadets and Anni-Michelle's suggestions. (Joe)</p> <p>Mmmm...Another unarmed black man being shot by white officers. (Maya)</p> <p>So, so.... We need to have conversation around this in a way that provides education. (Angelica)</p> <p>Contingent yes... The conversations surrounding race need to be had. Bring in another video from Illinois and not talking about what circuit it is from, then talking about circuit and case law and the end. (Anni-Michelle)</p> <p>On the fence. How do you open up and really open up case law. (Andrea)</p> <p>Contingent yes. If we can show both videos and not tell them what circuit it is. Yes. Taking the approach that Anni-Michelle mentioned. The racial justice lens cannot be siloed, it must be a part of every conversation. (Phil)</p>

Community Panel Recommendations

Video #6 Use of Force Legal – Hudspeth Shooting 1

Recommendations: The Panel were on the fence on this video. In order for the video to be kept, the panel request that the following changes be made to ensure an equitable lens.

- 1. There must be nuanced conversation with the cadets due to this being another unarmed black man being shot by white officers. We need to have conversation around this in a way that provides education.***
- 2. The conversations surrounding race need to be had. Cadets need to go more in depth talking about race with officers, with people who have the experience with dealing with diversity and inclusion.***
- 3. Have conversations around how to police in diverse communities.***
- 4. Discuss power, fear, and unconscious bias dynamics. When you have the power of having a gun and you fear for your own safety, is it an unconscious bias or a real safety issue? Infuse more about race within the different areas, because it is the big subject in the room. It impacts people so much, that it is hard to not see it and not talk about it because it has a direct impact on communities.***
- 5. Bring in another video from Illinois, do not talk about what circuit it is from.***
- 6. Show both videos and do not tell them what circuit it is***
- 7. Talk about circuit and case law at the end.***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936 Date 1/4/21

Mark Spangler 1-6-2021

Explanation:

Many of the panel's concerns are addressed in other areas during cadet training. If these videos are used in the future, the panel's recommendations and concerns will be addressed.

We will look for additional videos that meet the training objectives and the panel's recommendations showing a more diverse group of subjects.

Video #7 Use of Force Legal – Hudspeth Shooting 2

The Panel recommended adopting the same responses provided for Video 6, for Video 7.

Officer Carrillo provided context and commentary of this video.

Video Summary and Context – Same as Video 6.

Community Panel Discussion – There were many questions and comments based on the discussion, some of which were very similar. The Panel’s major comments were consolidated and are listed below along with APD comments as appropriate.

Video #7 Use of Force Legal – Hudspeth Shooting 2	
Questions	Community Panel’s Responses
1) What if any inequities did you observe in the video?	Same response provided for Video 6.
2) What, if any biases did you see represented in the video?	Same response provided for Video 6.
3) Are there any patterns in the videos you see?	Same response provided for Video 6.
4) What would you edit in the video?	Same response provided for Video 6.
5) What type of video should be selected or edited to provide a more equitable lens?	Same response provided for Video 6.
6) Is this video content acceptable to retain in the training academy curriculum?	Same response provided for Video 6.

Community Panel Recommendations

Video #7 Use of Force Legal – Hudspeth Shooting 2

Recommendation:

- 1. The recommendations are the same as in Video 6***

 X The Austin Police Department concurs with the Panel’s recommendations.

 The Austin Police Department does not concur with the Panel’s recommendations.

Signature Richard Egal #3936 Date 1/4/21
Mark Spangler 1-6-2021

Explanation:

Many of the panel's concerns are addressed in other areas during cadet training. If these videos are used in the future, the panel's recommendations and concerns will be addressed. We will look for additional videos that meet the training objectives and the panel's recommendations showing a more diverse group of subjects.

V. Patterns

The following table represents the continued patterns observed during this video review session.

Video	Patterns
1	<p>Lingering ideal of what police officers of masculine folks should look like are be like. Subversive to highlight what traditional what we should think of when we see police officers. A lack of acknowledgment that when we think of policer officer, the images that come to mind when we think of them. We need to break the mold.</p> <p>We are not seeing deescalating with large crowds.</p> <p>There is a kind of narrative of police officers as masculine, with a definite context.</p> <p>The warrior mindset.</p>
2	<p>The giving of grace to white people that is not shown to black people</p>
3	<p>This video reinforced being bulked up and brute strength and not a real show of tactical skill. It is a real masculine show of skill. The masculine show of strength is reinforced in these patterns.</p> <p>A lot of the videos is this “us vs. them” pattern where we are showing our officers how to go to war.</p> <p>Not seeing room for everyday general interactions.</p>
4	<p>None</p>
5	<p>Militaristic pattern.</p> <p>There is a pattern of poor-quality videos.</p>
6	<p>No criminal charges filed on the officers due to qualified immunity.</p> <p>White officer shooting a black man in the back.</p> <p>Over representation of black people in the videos</p> <p>No accountability.</p> <p>Another example of a what not to do video</p>
7	<p>No criminal charges filed on the officers due to qualified immunity.</p> <p>White officer shooting a black man in the back.</p> <p>Over representation of black people in the videos</p> <p>No accountability.</p> <p>Another example of a what not to do video</p>



Life Anew
P.O. Box 1668
Austin, Texas 78761
kim@elifeanew