

Hearing - 11/13/06

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

STATE OF NEW JERSEY
NEW JERSEY ADVISORY COMMITTEE ON POLICE STANDARDS

IN RE: :
PUBLIC HEARING :
_____ :

Rutgers University - Camden Campus
Multi-Purpose Room
Camden, New Jersey
Monday, November 13, 2006
9:45 a.m. - 4:30 p.m

GUY J. RENZI & ASSOCIATES
Golden Crest Corporate Center
2277 Highway #33, Suite 410
Trenton, New Jersey 08690
(609) 989-9199 800-368-7652 (TOLL FREE)
www.renziassociates.com

Hearing - 11/13/06

1 C O M M I S S I O N E R M E M B E R S

2

3 JAMES JOHNSON, ESQ., CHAIRMAN

4 ELLEN BROWN

5 MICHELLE CARROLL

6 KEVIN DONOVAN

7 REVEREND REGINALD STYLE FLOYD, ESQ.

8 JAMES HARRIS

9 CARMELO V. HUERTAS

10 REVEREND J. STANLEY JUSTICE

11 MICHAEL RAMBERT, ESQ.

12 MITCHELL C. SKLAR, ESQ.

13 ED STIER, ESQ.

14 SCOTT WEBER, ESQ.

15 THERESA YANG, ESQ.

16

17

18

19

20

21

22

23

24

25

Hearing - 11/13/06

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

A G E N D A

PAGE

INTRODUCTORY REMARKS

BY MR. JOHNSON

5

OFFICE OF PROFESSIONAL STANDARDS,

NEW JERSEY STATE POLICE

Testimony by Captain Chris O'Shea,

Captain Keith Hackett,

Captain Tom Flarity

and Major Wendy Galloway

9

OVERSIGHT MODELS

Testimony by Richard Jerome,

Deputy Monitor, City of Cincinnati and

Former Deputy Associate Attorney General

Of the United States

90

Hearing - 11/13/06

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

A G E N D A C O N T I N U E D

LOCAL/MUNICIPAL POLICE ISSUES

David Hancock, Assistant Prosecutor,
Union County Prosecutor's Office 164

Testimony by Chief Michael Mastronardy,
Dover Township Police Department 202

ACCREDITATION AND LICENSING

Testimony by John Coyle, Egg Harbor
Township Police Department and President
Of the New Jersey Association of Chiefs
Of Police 226

Professor Roger Goldman, St. Louis
University School of Law 241

Hearing - 11/13/06

1 Mr. Johnson: Once again, good
2 morning. My name is James Johnson, and it's my
3 privilege to welcome you to the third hearing of
4 New Jersey's Advisory Committee on Police
5 Standards. For those of you who are attending
6 this hearing or joining this committee for the
7 first time, I will go through the charge.

8 Our charge, our responsibility, is
9 to recommend to the Governor whether and under
10 what circumstances the State of New Jersey is
11 to join with the United States Department of
12 Justice in filing a motion to the United States
13 District Court to terminate the consent decree
14 that was entered into in 1999 by the State of New
15 Jersey and the United States Department of
16 Justice to address the problems of racial
17 profiling by some State Police officers.

18 We've been asked to make
19 recommendations on how to ensure that the
20 practice of racial profiling is not engaged in or
21 tolerated in the future in the event that the
22 consent decree is terminated by the US District
23 Court, and we've been asked to make
24 recommendations to the Attorney General and the
25 Governor on how the program developed by the New

Hearing - 11/13/06

1 Jersey State Police can assist other law
2 enforcement agencies throughout the State in
3 preventing all forms of racial profiling.

4 In our previous hearings, we've
5 heard from the superintendent of the State
6 Police, the independent monitors themselves who
7 have been reviewing the procedures and actions of
8 the State Police for the last seven years, and
9 we've also heard from the Office of State Police
10 Affairs, the State Police Unions and the National
11 Organization of Black Law Enforcement Executives.

12 Those witnesses provided background
13 regarding the 1999 consent decree and brought us
14 up to date on the progress made by the State
15 Police in fulfilling its mandates, as well as
16 suggesting areas for further development.

17 Over this hearing and the next and
18 in written comments that we've received, we will
19 be hearing a wide variety of perspectives on
20 these issues from individuals who are not
21 necessarily employed by the State Police,
22 although our first panel is, but have information
23 and views to share with the Committee as we work
24 to respond to the three issues that govern our
25 inquiries.

Hearing - 11/13/06

1 Today we will begin by hearing about
2 one additional department within the State
3 Police, the Office of Professional Standards,
4 which is the State Police's Internal Affairs
5 Division. We will also hear from several experts
6 on oversight systems, on licensing and
7 accreditation, and we will hear from
8 representatives who will give a perspective on
9 local law enforcement.

10 Now, a couple of housekeeping
11 matters, we started about 9:45 and we will
12 continue until about 1:00 or so today, when we
13 will take a 45-minute lunch break. We will
14 resume promptly at 1:45 and continue until 4:30.

15 Given the length of this session,
16 both this morning and this afternoon, I don't
17 expect everyone to be able to keep their seats.
18 I ask, though, that if you anticipate leaving
19 during the proceedings, that you do so quietly.
20 And to minimize disruption, please, I ask
21 everyone to turn your cellphones and pagers to
22 silent mode now.

23 If anyone would like to ask a
24 question of the panel today, we are requesting
25 that you write your question on the index cards

Hearing - 11/13/06

1 that are likely to have been available at the
2 entrance. If they weren't available and you
3 would like an index card, or you have a piece of
4 paper, you can simply write your question on that
5 piece of paper and you can hand it to -- we have
6 two staff members here up front, you raise your
7 hand, hand those cards to them, and they will
8 pass the questions up to the panel members. I
9 will ask the witnesses the questions if we end up
10 having time. If we run out of time, we will
11 incorporate the questions into the record of the
12 Committee's work.

13 As I mentioned earlier, this is the
14 third of our four proposed hearings. As you can
15 see from the handout available at the entrance,
16 our fourth hearing is scheduled for November
17 21st, and that will go from 11 o'clock to 7
18 o'clock, 11 a.m. to 7 p.m. It will be at the
19 State Museum in Trenton. Information submitted
20 to the Committee or discussed at these hearings
21 will be made available to the public on the
22 Committee's website, as will the transcripts of
23 the proceedings.

24 We are asking individuals who wish
25 to offer testimony to let us know. As I've

1 indicated, we have one more hearing, so time is
2 running out.

3 Even if you can't be fit into the
4 hearing schedule, your written testimony will be
5 made part of the record of the Committee's work
6 and will be considered by us as we deliberate.

7 You can share your comments or make
8 a request to testify through our website or via
9 mail to the Office of the Governor, and our
10 website can be found at
11 <http://www.state.nj.us/acps>.

12 Again, I would like to thank, even
13 before we start, the panelists for appearing
14 today. With that, let me turn things over to our
15 first witness. I believe Captain O'Shea from the
16 Office of Professional Standards will be the main
17 presenter, and he has with him Captains Hackett
18 and Flarity, and Major Galloway may be joining us
19 later.

20 CAPTAIN O'SHEA: Correct.

21 Mr. Johnson: So with that,
22 sir, you may proceed.

23 CAPTAIN O'SHEA: Thank you,
24 Mr. Chairman. On behalf of the superintendent
25 and the membership of the New Jersey State

Hearing - 11/13/06

1 Police, we appreciate the opportunity to speak
2 before you today and to take up your valuable
3 time.

4 I'm Captain Chris O'Shea. I am
5 currently the staff supervisor of the enlisted
6 personnel within the Office of State Police
7 Affairs. Captain Keith Hackett, to my left, is
8 the bureau chief of the Intake and Adjudication
9 Bureau of the Office of Professional Standards,
10 and Captain Tom Flarity, to his left, is the
11 executive officer of the Office of Professional
12 Standards within the New Jersey State Police.

13 We're going to present you with a
14 proposal today that is a plan that the New Jersey
15 State Police will be undertaking. It is
16 essentially the post-decree plan, for lack of a
17 better term, where the enlisted members of the
18 office --

19 Mr. Johnson: Captain O'Shea,
20 let me interrupt you just for a second. Your
21 voice sounds soft to me.

22 Can everyone in the room hear
23 Captain O'Shea?

24 Great. Then it's just my ears, not
25 a problem.

Hearing - 11/13/06

1 CAPTAIN O'SHEA: Okay. I'll try and
2 increase it, sir.

3 The plan that we're going to propose
4 today for everyone to view is what is going to
5 happen to the enlisted portion of the Office of
6 State Police Affairs when it's brought back under
7 the umbrella of the Division of State Police and
8 the creation of a new bureau in which to continue
9 the auditing aspects and the information
10 collection aspects that have been going on for
11 the last six years within the Office of State
12 Police Affairs.

13 Under the Office of Professional
14 Standards, what's going to be created is the
15 Quality Assurance Bureau. Now, the division of
16 the Quality Assurance Bureau is, shall establish
17 and maintain a new paradigm in law enforcement
18 practice self-auditing through the use of cutting
19 edge technology and best practice information
20 gathering analysis and reporting.

21 The envisioned result of these
22 efforts is a division of State Police which
23 enjoys the highest level of genuine trust and
24 satisfaction of the public it serves. Its
25 mission shall be to coordinate a seamless network

1 of data collection and data analysis systems such
2 that the auditing of individual performance and
3 division operational functions is conducted
4 comprehensively and in keeping with recognized
5 auditing best practices.

6 Further, the Quality Assurance
7 Bureau shall ensure that comprehensive reporting
8 and informed recommendations, based on expert
9 analysis, are provided to the superintendent and
10 other appropriate individuals and entities
11 charged with review responsibility.

12 The Quality Assurance Bureau is, in
13 effect, where the enlisted members of the Office
14 of State Police Affairs will return to the
15 Division of State Police.

16 The enlisted members of the Office
17 of State Police Affairs will be evolutioned and
18 transitioned into the following functions which
19 they currently have been performing and will
20 continue to perform.

21 The enlisted portion reviews all
22 critical incidents. A critical incident is a
23 motor vehicle contact that involves the use of
24 force, canine deployment and request for consent
25 search. These incidents are mandated by the

Hearing - 11/13/06

1 decree and mandated by the State Police policy
2 for review on multiple levels.

3 The first line supervisor is
4 required to conduct an immediate review of all
5 such incidents. Once the first line supervisor
6 conducts his review, a management review is
7 conducted by a lieutenant or a manager or a
8 station commander within that station. He
9 conducts a second review of these incidents. A
10 third review is conducted by the enlisted members
11 of OSPA, which go out to the station and conduct
12 a thorough third tier review of the incident.

13 When the independent monitoring team
14 returns to New Jersey, these incidents are
15 mandated by review for them. They go out to the
16 stations and they do a fourth level of review for
17 all of these incidents. These incidents that are
18 called critical incidents are subject to a New
19 Jersey State Police Form 1R. It was created by
20 the independent monitoring team to give a
21 percentage of accuracy of how well the New Jersey
22 State Police is supervising and correcting
23 mistakes within operations, field operations
24 section.

25 That percentage of accuracy is based

1 on a series of questions. If an incident is
2 reviewed, in which they all are, they are subject
3 to a minimum of 17 questions. If a post-stop
4 interaction occurs, that post-stop interaction
5 subjects that same incident to now 85 questions.
6 Once a supervisor reviews that incident and
7 denotes it in the MAPPS system, the independent
8 monitoring team subjects that same incident to 102
9 questions.

10 These 102 questions are the basis
11 for the field operations section garnering a
12 percentage or grade at the end in the independent
13 monitor's reports once they arrive. This is
14 where the number for the field operations section
15 comes, 95 to 100 percent, which they're operating
16 at currently.

17 In addition to these, random Type
18 III reviews. The random Type III reviews were
19 produced by the IMT. They were intended to
20 provide the high probability that the Division of
21 State Police have reported all events that should
22 have been reported based on the requirements of
23 the decree. These events were chosen by looking
24 at a critical incident or a primary incident by
25 the IMT. They would choose six to eight

Hearing - 11/13/06

1 incidents surrounding that particular incident
2 and view those also.

3 The purpose of viewing those was to
4 make sure that, should something have been
5 reported to the independent monitors, it was, and
6 to date, since the inception of the decree, we
7 are 100 percent compliant with reporting all
8 incidents to the independent monitoring team.

9 After reviewing the critical
10 incident, the current membership, the enlisted
11 portion of OSPA, review several incidents prior
12 and post the critical incident. We are
13 continuing that Type III review for the New
14 Jersey State Police and for field operations.

15 The Quality Assurance Bureau: The
16 enlisted members currently instruct MVR review
17 best practice and procedures for all first line
18 and mid-level supervision courses which are held
19 at the academy. Each level of supervision that a
20 trooper is promoted to corresponds to a
21 particular training that trooper receives.

22 First level, meaning buck sergeant,
23 mid-level, meaning sergeant first class, those
24 two courses are taught. There's a block taught
25 for how to conduct a proper MVR review by the

Hearing - 11/13/06

1 enlisted members of OSPA. To date, there have
2 been 65 courses that our membership has taught.

3 We also provide the operations
4 section supervisors with realtime interaction,
5 feedback and intervention guidance. This is done
6 at the stations. The enlisted portion of OSPA is
7 out at the stations consistently reviewing these
8 tapes with the supervisors, with the troopers and
9 with the station commanders. It is a realtime
10 review of these incidents and it is realtime
11 information feedback to the people that need it.

12 Also, there are formal and informal
13 intake of search and seizure questions and
14 concerns. Those are those questions that come up
15 while reviewing these tapes. Troopers come in
16 and police officers in general have a plethora of
17 "what if" questions. They "what if" everything
18 to death, and these are the troops that are out
19 there from the enlisted portion of OSPA that
20 answer these questions, and if they can't answer
21 them, they bring them back. And when they're
22 brought back, they're vetted through the Search
23 and Seizure Committee, which is comprised of the
24 Office of Attorney General, the Management
25 Awareness Personnel Performance System people,

1 the Training Bureau, the Division of Law and
2 Planning. State Police personnel provide the
3 realtime context in which the attorneys can frame
4 an answer and provide guidance. Those are those
5 answers that we try and focus the "what if"
6 questions. We cannot give broad-based search and
7 seizure answers. There is no bright line rule.
8 In many cases, we have to actually get the exact
9 question that comes up and try to focus the
10 answer.

11 To date, the following information
12 is exactly what the IMT has reviewed in total
13 since its inception in the New Jersey State
14 Police through the Field Operations Bureau:

15 Type I Reviews: Those are reviews
16 that are report reviews only. All information,
17 every report associated with an incident, is sent
18 down to the IMT. To date, 3,154 of those reports
19 have been reviewed by the IMT.

20 Type II reviews are the report and
21 associated video, where they watch the entire
22 incident in conjunction with the report. 2,520
23 of those reports and videos were reviewed.

24 The Type III are the randoms that we
25 spoke about earlier. The IMT has reviewed 1,363

Hearing - 11/13/06

1 incidents to make sure that the New Jersey State
2 Police were reporting any and all events that it
3 was required to; and to date, we have reported
4 every and all events.

5 Critical incidents, since the
6 inception: Those are the use of force canine
7 deployment requests for a consent search. There
8 have been 503 since the inception of the decree
9 that the IMT has reviewed.

10 Total video reviews conducted by the
11 IMT: To date, 3,883 reviewed.

12 All those reviews are accompanied by
13 enlisted members of the New Jersey State Police
14 and attorneys from the Office of State Police
15 Affairs.

16 What has the NJSP been doing in this
17 same time frame: Reviews captured in MAPPS,
18 calendar years 2004, 2005 and the first two
19 quarters of calendar year 2006, 51,680 motor
20 vehicle contacts and associated recordings have
21 been reviewed by first line, mid-level and
22 executive leaders within the New Jersey State
23 Police. That's a two and a half year period.
24 You can extrapolate back to the year 2000, 2001,
25 2002, 2003, prior to the inception of MAPPS, in

Hearing - 11/13/06

1 capturing the data in MAPPS. The same number of
2 reviews were done, but they're hard copies, and
3 to go back in time to get an exact number, you
4 can extrapolate back and see how many were
5 reviewed.

6 That number alone lets troopers that
7 are on patrol in the New Jersey State Police
8 understand it's not a possibility, it's not a
9 probability, it is the expectation that their
10 contacts that they have with motorists on the
11 side of the road will be reviewed by a
12 supervisor, it is the expectation.

13 Constant motor vehicle reviews
14 division wide: 2000 reviews are done per month
15 right now. This is the step-down program that
16 we've talked about before, 2000 reviews per
17 month. Every trooper and supervisor has at least
18 one tape reviewed every month. This currently
19 exceeds the standard codified under SOP F-19.

20 The Quality Assurance Bureau. This
21 is the actual bureau and the creation of the
22 bureau that's going to continue with this effort.
23 The Quality Assurance Bureau consists of the
24 Practices and Procedures Unit.

25 The Practices and Procedures Unit is

1 currently the enlisted portion of the Office of
2 State Police Affairs. When it transitions over
3 to the Division of State Police, it will be
4 renamed the Practices & Procedures Unit. It's
5 comprised of the reconstituted enlisted
6 representatives moved out of the Office of State
7 Police Affairs. They will conduct rapid response
8 review of all critical police actions taken
9 division wide. These include all reportable uses
10 of force, canine deployment to motor vehicle stop
11 and all executed consent searches.

12 Proper execution of this function
13 includes the review of all records related to the
14 particular police action, including use of force
15 reporting, computer-aided dispatch records and
16 motor vehicle recordings. Representatives shall
17 instruct all first line and mid-level supervision
18 classes with regard to the appropriate means of
19 conducting MVR reviews.

20 The Practices and Procedures Unit
21 functions as the conduit for field operations and
22 other operational units to funnel search and
23 seizures issues and questions with an appropriate
24 representative of the Office of Attorney General
25 for review and legal advice.

Hearing - 11/13/06

1 The Staff Inspection Unit: The
2 Staff Inspection Unit is responsible for
3 conducting division-wide inspections to ensure
4 that division members are conducting activities
5 in accordance with existing policies and
6 procedures, rules, regulations and orders.
7 Additionally, Staff Inspection shall conduct road
8 station visits for the purpose of randomly
9 reviewing the records of road stops. These
10 reviews shall include the review of MVR tapes,
11 MVR logs, associated police reports, tapes,
12 evidence, management compliance, etcetera.

13 The Management Review Unit: It
14 shall remain the responsibility for design,
15 implementation, documentation, evaluation and
16 improvement of the division's internal management
17 controls. As such, the Management Review Unit
18 shall assist individual commands with developing
19 systems of internal review and shall visit and
20 audit existing systems against best practice
21 approaches. The Management Review Unit shall
22 also recommend corrective action, when
23 appropriate, and shall monitor all remedial
24 action to ensure follow-up compliance.

25 The CALEA Unit, which is the

Hearing - 11/13/06

1 Commission on Accreditation of Law Enforcement
2 Agencies, shall exist to ensure that the Division
3 maintains its CALEA ready status at all times.
4 CALEA's purpose is the accreditation programs and
5 to improve the delivery of police services,
6 primarily, by maintaining a body of standards
7 developed by public safety practitioners.

8 Now, it's important to note that the
9 Quality Assurance Bureau, for lack of a better
10 explanation, currently exists within the State
11 Police. Staff Inspection exists and is
12 functioning now. The Management Review Unit
13 exists and is functioning now. CALEA exists and
14 is functioning now. The Practices & Procedures
15 Unit currently exists, and the enlisted members
16 of OSPA, when they come over, they will exist and
17 function as the Practices and Procedures Unit.

18 Risk assessment and management.
19 These terms are the terms we've heard over the
20 last couple of years. Policy, sustainability,
21 diversity, accountability, performance,
22 transparency and service. That umbrella of these
23 global terms is over our constituency, which is
24 the public we serve. We're going to transform
25 those into how we're going to, as New Jersey

Hearing - 11/13/06

1 State Police, approach each one. We have the
2 Office of Professional Standards, we have the
3 reenlistment board, we have recruiting, we have
4 the risk analysis core group, the academy, the
5 management awareness and personnel performance
6 system, and the management accountability
7 conferences which are held every 30 days at every
8 level of division.

9 How this plan is going to look. In
10 the center, you'll see the Quality Assurance
11 Bureau. Underneath that, it says the Office of
12 State Police Affairs enlisted members. That will
13 be the only new portion added into the Quality
14 Assurance Bureau.

15 The Quality Assurance Bureau is
16 going to be a plug and play bureau. All
17 information currently gathered by the New Jersey
18 State Police will funnel through the Quality
19 Assurance Bureau. The information will be from
20 the field operations section, the field training
21 officers, which are the academy's liaisons to
22 each troop, the MAPPS coordinators, which are
23 assigned to each group, and of course the
24 frontline supervisors and the mid-level managers
25 and the station commanders that are out there in

1 the troops.

2 The Academy: The seven step
3 training cycle, which has borne the Academy
4 through the consent decree and has been utilized
5 by all portions of division, with the needs
6 assessment versus the randomly assigned training.
7 We establish a need and we address the need of
8 the troopers.

9 The Academy is also a seat on the
10 Search and Seizure Committee for initial feedback
11 to the troops and developing the inservice
12 criteria for information feedback to the field
13 operations section.

14 MAPPS: MAPPS is the Management
15 Awareness and Personnel Performance System. It
16 is the intake and warehousing of all aggregate
17 data and information within the New Jersey State
18 Police.

19 Administration: The OIC, the
20 Operations Information Center, we now have the
21 AIC, which is the Administrative Information
22 Center. Any information gleaned or developed or
23 needed to be put out on a broad base can be put
24 out immediately on the internet, State Police
25 internet, which is available at every desktop in

1 every building in the New Jersey State Police.
2 Troopers go on these systems, they go into the
3 Operations Information Center, trooper safety
4 alerts, search and seizure updates, training
5 updates are all put on in realtime. Anything
6 that happens this morning is quite likely to be
7 on the OIC and the AIC by this afternoon.

8 The Risk Analysis Core Group: Those
9 are the members of the MAPPS Unit, the analysts
10 within the MAPPS Unit that continue to look at
11 the aggregate data, disaggregate it and look at
12 it again to decide if there are any anomalies
13 which need addressing within the New Jersey State
14 Police that may have gotten to their level.

15 And the Reenlistment Board: It's
16 not a well-known practice that New Jersey State
17 Troopers are on probation for five years, the
18 first five years of their career. After the
19 first two years, they're mandated to go before
20 the Reenlistment Board. A review of their two
21 years of activity is done at that time. At the
22 four-year mark, they have another review with the
23 Reenlistment Board. And after five years, in
24 their fifth year, they are put on, for lack of a
25 better word, tenure with the New Jersey State

1 Police, but they are off probation as troopers at
2 that point.

3 To the left of the system, you'll
4 see enhancements, personnel and IT. This system
5 was created as a stand-alone structure that we
6 currently have up and running today for the New
7 Jersey State Police. The enhancements are any
8 add-ons which will come down the road through the
9 system. That would be personnel, further
10 analysts, attorneys.

11 IT systems: We are currently
12 upgrading to CAD. That would be a prime example
13 of an IT system that is going to enhance the
14 structure. That CAD update should be within the
15 next year or so. We left it out on the side here
16 as an IT system down the road.

17 To the right-hand side of the system
18 is the independent auditing entity. That entity,
19 regardless of who it is, can come into the
20 Quality Assurance Bureau and garner any
21 information from the New Jersey State Police it
22 so desires.

23 CALEA: CALEA puts the foundation of
24 all of these theories and all of these structures
25 into policy. CALEA mandates that we write the

Hearing - 11/13/06

1 policy for every one of these structures. The
2 independent auditor, regardless of who that is,
3 here is our view of how they will report: They
4 will report to the public, they will report to
5 the Legislature, the Attorney General's Office
6 and the Superintendent's Office.

7 The superintendent has made it his
8 policy that any information that is pushed
9 through and produced by any independent outside
10 entity gets pushed through the State Police
11 Superintendent's Office by policy and procedure,
12 through community outreach, town halls, the
13 chaplain core, and into the recruiting, so we can
14 provide the best information to those looking to
15 become New Jersey State Troopers.

16 The business wheel and how this will
17 turn out that it will look. Quality Assurance
18 Bureau in the center constantly being fed by
19 information and pushing information back out.

20 We did not highlight the independent
21 auditing entity, because whatever that entity is,
22 whoever it is, can plug right into the system.

23 How this will look in a TO: The
24 Office of Professional Standards reports directly
25 to the superintendent. Under the Office of

Hearing - 11/13/06

1 Professional Standards, the Quality Assurance
2 Bureau will be assigned, along with the Internal
3 Affairs and Investigations Bureau and the Intake
4 and Adjudication Bureau.

5 Under the chief of staff, you have
6 the Office of Strategic Initiatives, which houses
7 MAPPS and Special Projects. Also, the Office of
8 Community Affairs, the ROIC Task Force and the
9 Special Investigations Unit. The ROIC is the
10 Regional Operations Information Center.

11 Client services: Who we perform
12 these services for. We have the Office of
13 Community Affairs in the Superintendent's Office.

14 Town hall meetings: To date, six
15 town hall meetings have been done. Those town
16 hall meetings were done at locations where the
17 State Police was the primary police force in the
18 community.

19 Community outreach: The internal
20 and external outreach, participating community
21 boards, community interaction. The 2003
22 inservice produced community interaction. We
23 came to this city of Camden and spoke with
24 residents to get a grade on how well we were
25 doing our job. We put those reactions and those

Hearing - 11/13/06

1 responses from the residents on video for every
2 trooper in the New Jersey State Police to see in
3 the 2003 inservice.

4 Community affairs sergeants: We
5 have recently put, in field operations, liaisons
6 to the community. Troops A, B and C currently
7 have general policing areas. D and E are the
8 turnpike and the Parkway, with no general
9 policing areas assigned at this point. Troops A,
10 B and C do have general policing. They're each
11 assigned a sergeant to deal with the communities
12 that those troops provide resources for.

13 Operation Ceasefire: Currently, 14
14 cities have been identified through gun violence.
15 We have embedded detectives in those 14 cities in
16 an effort to coordinate resources and coordinate
17 information from across the state and truly
18 across the region of the northeast United States.
19 It provides a tremendous community outreach
20 function to have New Jersey State Police
21 detectives embedded in those communities.

22 In essence, that's the Quality
23 Assurance Bureau and where it will fall in the
24 Office of Professional Standards. I appreciate
25 your time.

Hearing - 11/13/06

1 Mr. Johnson: Thank you,
2 Captain O'Shea.

3 We are now going to start
4 questioning by the members of the Committee. As
5 is our practice, we actually will just go in
6 alphabetical order. Each Committee member will
7 have five minutes to get any questions and your
8 answers.

9 We will start with Ms. Brown.

10 And you will have to share
11 microphones, it looks like.

12 Ms. Brown: Thank you,
13 Mr. Chairman, Mr. O'Shea and the staff.

14 I guess I just want to ask a very
15 basic question, is it your proposal that the
16 fundamental monitoring of the State Police move
17 from external to internal, and are there other
18 opportunities for checks and balances beyond the
19 independent auditor?

20 CAPTAIN O'SHEA: I think to answer
21 the first part, the fundamental purpose of this
22 plan is to continue the data collection within
23 the New Jersey State Police so that we have a
24 system in place to collect all of our data,
25 analyze it, and, again, produce corrective

Hearing - 11/13/06

1 measures, if necessary, within the New Jersey
2 State Police. That's the first part of it.

3 The second part of it is, any
4 outside entity, auditor, monitor, whatever the
5 term is used, can come in, as the IMT does
6 currently, and plug into that system. When I say
7 plug into the system, currently the enlisted
8 portion and the attorneys from the Office of
9 State Police Affairs, when the IMT comes in, they
10 come to us and we go out and plug into the system
11 that the New Jersey State Police has, that system
12 of reviews. We provide the logistics for their
13 visit.

14 It would be much the same as
15 post-decree, post-OSPA for the enlisted portion
16 of the New Jersey State Police. This system is
17 the plan. The outside auditors that come in can
18 simply come in to gather all the information they
19 need from a one-house, one-stop shop.

20 Ms. Brown: Thank you.

21 Mr. Johnson: Ms. Carroll.

22 Ms. Carroll: In the
23 presentation that you made, where you had the
24 independent auditors reporting directly to the
25 legislature and to the superintendent, if, in

Hearing - 11/13/06

1 fact, the superintendent changed positions, which
2 we know we heard about leadership greatly in
3 these hearings, is that an SOP or will that
4 continue in the future; if his position changes,
5 will the auditor report directly to the
6 superintendent and to the policy and procedure
7 people, will that follow through?

8 CAPTAIN O'SHEA: The superintendent
9 has advocated entirely for the codification of
10 these rules through either the Legislature,
11 through law or codified through SOP, that
12 regardless of who the individual is in that
13 chair, those rules of who to report to will
14 continue.

15 Ms. Carroll: Thank you.

16 Mr. Johnson: Mr. Donovan.

17 Mr. Donovan: Thank you,
18 Chairman.

19 Captain, thank you very much for
20 your presentation. Just a couple of questions.

21 The average citizen, we've talked
22 about the independent monitorship primarily, how
23 will the average citizen complaint be taken by
24 the State Police; would it be very similar to
25 what you now do independent, viewing tapes to

Hearing - 11/13/06

1 document any irregularities or any problems with
2 a stop?

3 CAPTAIN O'SHEA: I'll let Captain
4 Hackett field that as the Intake and Adjudication
5 Bureau chief for OPS.

6 CAPTAIN HACKETT: Sir, the policies
7 and practices of the consent decree have been
8 institutionalized in our standard operating
9 procedures, so how we take complaints from the
10 citizens or whatever source is going to remain
11 absolutely the same. They can make complaints on
12 our toll free hotline, they can go to any station
13 and fill out a complaint form. Nothing is going
14 to change in that regard.

15 Mr. Donovan: Are you going
16 to do that kind of analysis that you do for the
17 independent monitor to see exactly whether or not
18 some of those citizen complaints need to be
19 addressed with different types of training,
20 referring back to the academy for performance
21 issues?

22 CAPTAIN HACKETT: Yes, every
23 complaint of racial profiling, or any complaint,
24 for that matter, is thoroughly reviewed and
25 investigated by our investigative staff. And at

Hearing - 11/13/06

1 the conclusion of those investigations, whether
2 it's substantiated or not, interventions can be
3 taken, and those things are spelled out in our
4 standard operating procedure B-10.

5 So, in other words, we don't want to
6 wait for a complaint from an investigator to take
7 an intervention. We want to address any type of
8 performance issues right off the bat, and so
9 those are constantly being done, sir.

10 Mr. Donovan: Thank you.

11 Captain, your recommendation for an
12 Audit Committee, what would you see the make-up
13 of that Audit Committee to be?

14 CAPTAIN O'SHEA: Well, the
15 superintendent has advocated an independent
16 system, whether that be an academic-based system,
17 one of the colleges or universities in New
18 Jersey, or from anywhere, an independent policy,
19 a corporation with law enforcement background, an
20 independent auditor with a law enforcement
21 background. The superintendent believes very
22 highly that we need that analysis from the
23 academic institutions, the ability for those
24 institutions to analyze data that we send to
25 them, they come in and look at that.

1 I'm not here to make a
2 recommendation of who that independent entity
3 should be. The superintendent has spoken of who
4 he would foresee it as. What I want to make
5 clear is, this plan would accept any independent
6 entity to come in and get the same amount of data
7 that the IMT currently gathers. This plan is the
8 structure of how we will provide that information
9 and gather any information that is needed for an
10 independent auditor to come in and review.

11 Mr. Donovan: Thank you.
12 Just one last question.

13 Nowhere in your testimony was there
14 any reference to the Office of the Attorney
15 General. How do you see the Office of the
16 Attorney General fitting into this particular
17 recommendation?

18 CAPTAIN O'SHEA: Well, again, the
19 superintendent has advocated through his
20 testimony that he would foresee that independent
21 auditor reporting, as well, to the Office of
22 Attorney General, as the chief law enforcement
23 officer of the State, as well as the
24 superintendent, so not in, but of the Office of
25 the Attorney General, that independent auditor

1 would report.

2 Mr. Donovan: Thank you.

3 Mr. Johnson: Mr. Harris.

4 Mr. Harris: Thank you.

5 Thank you very much for your
6 excellent presentation.

7 The Quality Assurance Bureau, this
8 unit, does it exist in other State Police
9 operations across the country?

10 CAPTAIN O'SHEA: Currently, facets
11 of it do exist. The Intake and Adjudication
12 Bureau in OPS, the Staff Inspection Units, they
13 may be called other things within other state
14 policing agencies and other police departments in
15 and of themselves. What will be different about
16 ours is, currently, the enlisted members of the
17 Office of State Police Affairs transitioning back
18 over to the Practices & Procedures Unit, with
19 that expertise in dealing with the independent
20 monitors that have come in to look for
21 information, with the expertise on motor vehicle
22 recordings and how to review the same, and the
23 expertise in training supervisors in what to look
24 for and maintaining a relationship with the Field
25 Operations Bureau.

Hearing - 11/13/06

1 Mr. Harris: The experience
2 of the uniform personnel in OSPA seems to be very
3 important in terms of the success of your model.
4 How can we ensure that there will be a continuous
5 feeder, if you will, of additional and new
6 personnel who are adequately trained to assume
7 those roles and functions, assuming that you
8 won't keep the same people in the bureau forever?

9 CAPTAIN O'SHEA: Correct. I would
10 say that, as the superintendent has said in his
11 testimony, that he places emphasis on units that
12 are of strategic importance to the New Jersey
13 State Police. They fall directly within his
14 office, and as he said here, no one walks by my
15 door without me finding out what you're doing and
16 what you're doing for the organization.

17 Currently, where we would fall in
18 the organization, the superintendent and those
19 people that are assigned there would have to have
20 the expertise in those fields. And I will tell
21 you quite honestly that supervisors within the
22 New Jersey State Police, I would put up the
23 frontline supervisors in the New Jersey State
24 Police against most in the country for being
25 somewhat - somewhat - expert on search and

Hearing - 11/13/06

1 seizure when it comes to motor vehicle contacts,
2 just by the basis of the well over 50, probably
3 the 100,000 reviews that they've conducted so
4 far.

5 Mr. Harris: Let me say,
6 the somewhat unique situation of having the
7 monitors in place and the OSPA staff interaction
8 seems to me to be unique. I guess my concern is,
9 remove the monitors, remove the relationship of
10 OSPA, how do you make certain that we continue to
11 produce uniform personnel and supervisors who
12 have that experience in order to serve in the
13 review function in the bureau?

14 CAPTAIN O'SHEA: The simple answer
15 is, we'll have to put the qualified people within
16 that bureau. That will be the answer.

17 Mr. Harris: You mentioned
18 the Reenlistment Board as a not necessarily
19 well-known component of what it is and how the
20 State Police operate. How many or what
21 percentage of troopers who are reviewed after two
22 years have been marked to not -- are not
23 recommended for reenlistment?

24 CAPTAIN O'SHEA: I do not have the
25 exact number for you. Sir, I can get back to you

Hearing - 11/13/06

1 through the chair. I would say that troopers
2 have been released from the New Jersey State
3 Police at the two-year mark, as well as at the
4 four-year mark, through the Reenlistment Board.

5 Mr. Harris: All right.

6 And can you give us some examples of the kinds of
7 reasons that individuals are not recommended for
8 reenlistment?

9 CAPTAIN O'SHEA: Well, Captain
10 Hackett will be able to answer that.

11 Mr. Harris: Thank you.

12 CAPTAIN HACKETT: The Reenlistment
13 Board is comprised of a bunch of different
14 entities within the State Police, and OPS is a
15 small part of that. And we provide that board,
16 basically, his OPS history, his discipline
17 history, but a lot of thought goes into those
18 Reenlistment Boards. The members are brought in
19 and are spoken to about issues, and not just
20 performance-based issues, but a whole wide
21 variety of issues. We can get back to you on the
22 number of people that don't get reenlisted, but
23 when they're brought before that board initially,
24 they're given an opportunity to explain
25 themselves, and there's a whole process involved.

Hearing - 11/13/06

1 We have an SOP on that too that we can give the
2 Commission on how to do that too, to see how that
3 process is exactly handled.

4 Mr. Harris: Thank you.

5 Mr. Johnson: Mr. Huertas.

6 Mr. Huertas: Thank you,
7 sir.

8 The role of the OSPA, how do you see
9 it assimilate some of the current functions that
10 they currently perform for the division into the
11 Quality Assurance Bureau or throughout the
12 division?

13 CAPTAIN O'SHEA: Well, under the
14 model, the enhancements, personnel, there are
15 many people in the Office of State Police Affairs
16 that are exceptional at their jobs. The Office
17 of State Police Affairs, not to speak for the
18 director, but is split into two parts. There's
19 the part that monitors the field operations
20 section, which the enlisted personnel of the New
21 Jersey State Police take part in, and there's the
22 part that any investigation that the Office of
23 Professional Standards feels is a conflict with
24 the New Jersey State Police or perhaps there's a
25 rank structure involved that makes investigating

1 that particular incident prohibitive for the
2 Office of Professional Standards, that is sent to
3 the Office of State Police Affairs, where
4 attorneys and investigators from the Office of
5 Attorney General do that investigation.

6 The other side of the house is
7 search and seizure law, which is currently
8 embedded through the attorneys in the office.
9 DAG Alexander does that. Interim Director
10 Jackson does some of that, DAG Daldell does some
11 of that. Primarily, DAG Alexander does the
12 search and seizure and also provides counsel to
13 the superintendent as his counsel from the Office
14 of State Police Affairs.

15 DAG Daldell is somewhat embedded in
16 the Office of Professional Standards to review
17 all actions taken by the Office of Professional
18 Standards, and Captain Hackett can speak better
19 to that issue.

20 Those individuals and Dr. Mary
21 Eckert, a social scientist and analyst within the
22 Office of State Police affairs, who is superb at
23 numbers and stats and aggregate data and reading
24 these things, would be a tremendous enhancement
25 to the set-up within the Quality Assurance

Hearing - 11/13/06

1 Bureau. I can let captain Hackett speak about
2 DAG Daldell.

3 Mr. Johnson: Thank you.

4 Reverend Justice.

5 Rev. Justice: Thank you,
6 Captain, again, for your presentation.

7 The Form 1R, percentage of accuracy,
8 you mentioned there's 17 questions, then there
9 are 85 and then there are 102. Is it 17
10 questions and then it moves on, or are there
11 different questions from 17 to 85 to 102?

12 CAPTAIN O'SHEA: Absolutely,
13 Reverend. I'll walk you through it.

14 Basically, every motor vehicle stop
15 or contact conducted by the New Jersey State
16 Police is subject to a minimum of those 17
17 questions. If it is a brief contact, a summons
18 issued, a warning issued, nothing issued, and the
19 motorist leaves, there's no post-stop activity,
20 which is any type of -- a post-stop activity is
21 removal from the car, further questioning. If
22 there is no post-stop activity, at minimum,
23 there's 17 questions. Was the calling correct,
24 those questions that relate to SOP, was the MVR
25 turned on, was it functioning well, all of those

1 are the 17 questions.

2 Should some type of post-stop
3 activity occur, say it's removal of the occupant
4 from the vehicle for balance test for suspicious
5 of DWI, once that post-stop activity occurs, we
6 now subject that to those 17, plus the additional
7 questions to add up to 85 questions. Those 85
8 questions are addressed in the post-stop
9 activity. Was it conducted from soup to nuts and
10 was it done within the parameters of the policies
11 and procedures and constitutionally by the
12 trooper.

13 Now, when that is reviewed by a
14 supervisor, and the IMT comes back, the IMT adds
15 additional questions to check whether the
16 supervisor has actually done his job well, as
17 well as the trooper that conducted the stop.
18 That increases the number of questions for that
19 one contact to 102 questions.

20 Any one of those that is not
21 answered in the affirmative or accurately or to
22 the satisfaction of the IMT is put down as an
23 error, whether it's a box checking error or a
24 procedural policy error. That's where they get
25 their number, that percentage, for the field

1 operations section.

2 Rev. Justice: I have
3 another question. In days gone by, hasn't there
4 been a perception that racial profiling issues
5 and improper searches, there's a direct
6 correlation; has that perception been out there?
7 Would you --

8 CAPTAIN O'SHEA: Would I care to
9 comment?

10 That perception, if someone has it,
11 then it's out there. If someone has that belief
12 that there's a correlation, then I would have to
13 say that is a perception that somebody has and I
14 won't be able to -- that is a perception.

15 Mr. Johnson: Mr. Susswein,
16 sitting in for Ms. Milgram.

17 Mr. Susswein: Thank you,
18 Captain. I just have a question to try to hone
19 in on the distinction between the auditor that
20 the State Police is proposing, the independent
21 auditor, as distinguished from the monitor that
22 exists at present, and it seems to be a question,
23 at least in part, of the timing of review,
24 whether it's preapproval or realtime or after the
25 fact.

1 And also just to lay the foundation
2 for the question, throughout your presentation,
3 clearly, there are procedures in place that are
4 very important and that are codified within the
5 SOPs, and I know how important standard operating
6 procedures are to the State Police.

7 Do you envision that the independent
8 auditor that the State Police is proposing would
9 have an opportunity to review any proposed
10 changes to the SOPs themselves before those SOPs
11 might be revised and made operational; and if not
12 the independent auditor, do you propose that some
13 other -- or any civilian authority be involved in
14 reviewing proposed SOP changes before they take
15 effect?

16 CAPTAIN O'SHEA: Well, as those SOPs
17 relate currently, prior to any further
18 implementation, any SOP that deals with consent
19 decree issues are vetted through the IMT for
20 their approval at this juncture. Any time we
21 want to change an SOP, modify an SOP, or, in
22 fact, create an SOP based on some form of the
23 consent decree, we send it through the IMT.

24 I would imagine that, in cooperation
25 with an independent auditor, that policy,

1 although it would have to be codified, it would
2 have to be advocated by the superintendent. That
3 policy would somewhat continue, depending on what
4 the agency or what the auditor looked like, I
5 envision, what that individual looks like for best
6 practice.

7 We also have the attorneys within
8 the Office of Attorney General who also know what
9 would be best practice for the future of the
10 State Police.

11 Mr. Susswein: Is that part
12 of the written proposal or the description, this
13 idea of some kind of independent auditor
14 preapproving, because I know how difficult it is
15 to change SOPs, and that once changed, they
16 develop an inertia, as it were?

17 And do you contemplate that your
18 proposal would have the independent auditors
19 reviewing the changes before they become
20 operational?

21 CAPTAIN O'SHEA: Well, this proposal
22 is simply how we're going to operate in the
23 future. The proposal itself of the independent
24 auditor is something that's going to come out of
25 this Commission, this panel. What guidelines

1 that independent auditor operates under are
2 probably going to come out of this Commission and
3 panel as well, so I would be jumping the gun, so
4 to speak, to put parameters on what the
5 independent auditor will be allowed to do or
6 asked to do in a future role. The structure
7 itself is prepared for any data. We can
8 accommodate any of that, any type of information,
9 any type of SOP codification, any type of
10 communication back and forth. How that unfolds
11 in the future through whatever that being may be
12 is ancillary to the actual structure that we can
13 provide for right now.

14 Mr. Susswein: Thank you.

15 Mr. Johnson: Mr. Rambert.

16 Mr. Rambert: Once again,
17 thank you for presenting today, I appreciate your
18 time.

19 My question has to do with one of
20 your slides. It had independent auditor reports,
21 and it had an arrow going up to the Legislature,
22 another one to public reports, AG's Office, down
23 to the Superintendent's Office.

24 I understand in order for these
25 various agencies to take a look at their reports,

1 they're going to have to have sufficient staff to
2 do that. With respect to the concept of an
3 independent auditor, has any thought been given
4 to the actual cost, and not only the actual cost
5 of these various agencies to put together a
6 report and review a report, but to ensure that
7 their budget does not get cut, so not piquing
8 interest in the State Government?

9 CAPTAIN O'SHEA: Correct, absolutely
10 sir.

11 The superintendent has advocated for
12 Legislature codification of our current IT
13 systems to keep them up and running, the MAPPS
14 system, the table of organization for the
15 structure of New Jersey State Police, to codify
16 that through the Legislature. We already have it
17 codified through SOPs, but, again, the question
18 of funding does come up for the IT branch, how
19 are we going to keep these changes going.

20 With respect to the independent
21 auditor and the outside entities to which they're
22 going to report outside of the New Jersey State
23 Police, the Attorney General's Office, as the
24 chief law enforcement officer in the state, and
25 the Legislature itself, would have to field the

1 burden of codifying the funding for those
2 entities in order to review these reports. I
3 can't speak for outside of the New Jersey State
4 Police, the organizations that will need
5 additional funding in order to accurately review
6 these reports.

7 Mr. Rambert: Could you put
8 a price tag on how much it would cost today to
9 implement this?

10 CAPTAIN O'SHEA: The New Jersey
11 State Police price tag is zero to implement this
12 today.

13 The IT enhancements down the road to
14 upgrade the MAPPS system, I don't have a cost
15 for, but they will need to be maintained. We've
16 spoken about that and the superintendent has
17 spoken about that.

18 Mr. Rambert: I believe
19 there will be a cost for the digital cameras.

20 CAPTAIN O'SHEA: The digital
21 cameras, the beta test is going on right now in
22 Hamilton Station to switch over to digital. And
23 those are those items that technology has to do
24 the work, and technology does cost. So the
25 technology to get the systems to enhance the

Hearing - 11/13/06

1 supervisor's ability to do even quicker realtime
2 reviews and shorter logistical time, finding the
3 tape which is going out to a computer, that is
4 going to cost more money. I guess I keep going
5 back to the structure that we're organizing today
6 for the information for whoever comes into look.
7 The structure itself of the Quality Assurance
8 Bureau will cost nothing for the New Jersey State
9 Police. It is essentially in effect right now.

10 Mr. Rambert: I'm done.

11 Thank you.

12 Mr. Johnson: Thank you.

13 Mr. Sklar.

14 Mr. Sklar: Thank you,

15 Mr. Chairman.

16 Good morning, Captain.

17 CAPTAIN O'SHEA: Good morning.

18 Mr. Sklar: You've outlined
19 the system that you're ready to roll with, which
20 is basically in effect now, plugging in the
21 auditing and monitoring. Have you given any
22 thought or has division given any thought as to
23 review for the efficacy of this system; how are
24 you going to review if it's working, if it needs
25 to be modified, if it needs to be structured

1 differently at some point; what's the review
2 mechanism?

3 CAPTAIN O'SHEA: The review
4 mechanism is, in a sense, the seven step
5 assessment program that the Academy has been
6 operating under for a number of years. Should
7 that anomaly turn up in the system -- and I'll
8 give you a prime example of an anomaly, a few
9 years back, the Office of Professional Standards
10 found that review of some of their tapes
11 indicated that there was no pretest occurring of
12 the MVRs prior to troopers going out on patrol.
13 There was a certain portion of troopers that
14 weren't properly testing the cameras before they
15 were going out on patrol. That would come up
16 when a complaint or just a review of a common
17 tape was done, and they would go back to the
18 beginning -- if it was scratchy or the video was
19 almost illegible, they would go back to the
20 beginning and they would find that the trooper
21 did stand in front of the car, but he didn't go
22 back into the car and check to see if the machine
23 was working.

24 That needs assessment created a
25 seven step assessment program for the New Jersey

1 State Police. The training academy was notified,
2 field operations was notified. All troopers
3 were, again, at the inservice, reviewed and told
4 that they would have to conduct a precheck on the
5 MVR systems to make sure that they're working for
6 their own benefit and the benefit of the public.

7 In MAPPS, that training was
8 codified. Now, when the troopers are out, if
9 there is a review, we are up to nearly 100
10 percent of troopers conducting a preoperational
11 check appropriately prior to going out on patrol.
12 So that type of almost self-audit happens every
13 day within the New Jersey State Police, and
14 within this system. Any anomaly that's found,
15 it's looked for.

16 There was another one of handcuffing
17 that I mentioned another day. A young trooper
18 came before the Reenlistment Board and he was
19 improperly handcuffing. He was counseled
20 repeatedly for it. It turned out through
21 research and through the academy and the 7 step
22 assessment that his entire class had missed a
23 block of handcuffing because they were called out
24 to do a field search, so that four-hour block of
25 handcuffing was missed by that class. That

Hearing - 11/13/06

1 entire class was sent back for a four-hour block
2 of handcuffing. So that one anomaly that
3 appeared with one badge number, was traced to its
4 source, as you will, and put it back for
5 retraining for the entire class.

6 Mr. Sklar: Thank you.

7 Mr. Johnson: Thank you.

8 Mr Stier.

9 Mr. Stier: Thank you very
10 much, Mr. Chairman.

11 Good morning.

12 I'd like to explore a little bit the
13 current role of OSPA and how, under the changes
14 that the State Police are proposing, the various
15 functions that OSPA has been performing will be
16 incorporated into the new system.

17 First of all, as I understand it,
18 OSPA was created, actually, before the consent
19 decree by Attorney General Farmer - I think my
20 recollection is correct - as a way of getting a
21 handle on what was happening at the State Police,
22 because the Attorney General ultimately, as the
23 head of the Department of Law and Public Safety,
24 is responsible for what happens within the State
25 Police.

Hearing - 11/13/06

1 OSPA is comprised of a unit of State
2 Police, of which you're a member, and in addition
3 to that, there are non-State Police investigators
4 and DAGs, is that correct; is that the
5 composition of OSPA?

6 CAPTAIN O'SHEA: Yes, sir.

7 Mr. Stier: Has OSPA, over
8 the course of its existence as a unit, caught
9 problems that had not been identified within the
10 State Police itself?

11 CAPTAIN O'SHEA: Well, I can only
12 speak for the time that I've been there, and
13 collectively, the time that I've been there,
14 no -- and I have to separate that into not
15 knowing what's on the investigative side of the
16 house, as far as internal investigations that may
17 be over there, and they may have -- that's a
18 whole separate issue, but the field operations
19 section, the enlisted and the DAGs that perform
20 the reviews and the search and seizure, to my
21 knowledge, nothing has come up that has been
22 outside the purview of the enlisted and in
23 conjunction with one or the other. Nothing has
24 come up through OSPA that wasn't already
25 determined through the enlisted portion of OSPA.

Hearing - 11/13/06

1 Mr. Stier: And so I take
2 it that the logic of the proposal is that by
3 taking the enlisted portion of OSPA and
4 incorporating it into the State Police
5 Organization through the Quality Assurance
6 Bureau, the same level of scrutiny, the same
7 level of oversight would be carried forward; I
8 take it that's the logic of the proposal?

9 CAPTAIN O'SHEA: Yes, sir.

10 Mr. Stier: Currently, DAGs
11 play a variety of roles within the State Police.
12 How do you see those roles continuing after the
13 changes that you're proposing? And if you could
14 describe the various roles that DAGs perform
15 within the State Police, I would appreciate that.

16 CAPTAIN O'SHEA: Well, I'll start
17 with the DAGs assigned to OSPA, which I have a
18 better handle on than the Division of Law.

19 DAG Daldell is currently assigned to
20 the Office of State Police Affairs. He
21 conducts -- with Captain Hackett and his group,
22 and Captain Flarity, he's somewhat embedded in
23 the OPS structure for reviewing of investigations
24 that are over on that side, and I can let Captain
25 Hackett speak to that.

1 DAG Alexander currently does and is
2 in charge of the Search and Seizure Review Board.
3 She co-chairs that. She's in charge of -- we
4 actually have a search and seizure website on the
5 State Police internet that all information vetted
6 through that search and seizure is checked by DAG
7 Alexander.

8 DAG Alexander also writes opinions
9 for the Superintendent, as his general counsel,
10 for the Superintendent.

11 I can see right off the bat those
12 two individuals as an enhancement to the Quality
13 Assurance Bureau. I can see that directly -- a
14 direct relation by having those individuals
15 there.

16 The interim director, Director
17 Jackson, has oversight of the office and does get
18 involved in kind of both sides of the house. He
19 has a better perspective on the OPS side of the
20 house with DAG Daldell and is on the search and
21 seizure side of the house with DAG Alexander.

22 That currently is the total of DAGs
23 assigned to the Office of State Police Affairs.
24 I know that Captain Hackett is aware of DAG
25 Frost, who is in Division of Criminal Justice,

1 that also assists with the Office of Professional
2 Standards, and he might be able to speak better
3 to that issue.

4 CAPTAIN HACKETT: Actually, as
5 Captain O'Shea said, basically, we interact with
6 three DAGs. One DAG is assigned to the Division
7 of Criminal Justice, and they work for the
8 investigations side of the house for our internal
9 investigations. They're vetted through that
10 office to check for criminality, and should the
11 Division of Criminal Justice decide that they
12 want to pursue criminal charges against one of
13 our members, it's done through that office.

14 They also, by letters of
15 declination, if they're going to sign off on an
16 investigation, if they're not going to pursue it
17 criminally, it gets remanded back to the Office
18 of Professional Standards and we do an
19 administrative investigation.

20 DAG Phil Daldell basically is our
21 administrative prosecutor. He prosecutes all the
22 division cases, the discipline cases. He works
23 with the Superintendent on providing settlement
24 agreements. He's a very valuable asset to our
25 operation there. It's a very busy office, and we

Hearing - 11/13/06

1 can use him full time for those duties.

2 On the other side of the house, we
3 have Deputy Attorney General Linda Alexander who,
4 in essence, wears a judicial hat for the Colonel.
5 She gets involved with the final decisions. In
6 our hearing process, whether it's an
7 administrative law judge or one of our Commission
8 officers, our commanders, in a discipline case,
9 they do what we call an initial decision, and the
10 Superintendent, once he gets that initial
11 decision, has 45 days to render a final
12 disciplinary decision, and Linda Alexander pretty
13 much provides the Colonel with legal advice on
14 those decisions. And what's even more important
15 what she does, she defends those positions if
16 they go to the appellate. And, in fact, we've
17 had some pretty successful appellate decisions.
18 In fact, she did very well on one that was even
19 published, which was pretty good, a decision that
20 got published. So those three positions, those
21 functions are very valuable to the State Police.

22 Prior to the OSPA, the DAGs that
23 prosecuted our cases were embedded in the
24 Division of Law. The Division of Law back then,
25 prior to OSPA, had a State Police section that

1 would prosecute our cases. They would handle our
2 civil cases, and also our appellate cases too.

3 Mr. Stier: I just have one
4 short question.

5 Mr. Johnson: Sure.

6 Mr. Stier: The question is
7 short. I hope the answer will be short also,
8 because I don't want to consume someone else's
9 time.

10 One of the functions that OSPA has
11 performed, as you described earlier, is to handle
12 investigations, internal investigations in which
13 there are conflicts of interest.

14 How would you see that function
15 performed under this restructuring that you
16 propose?

17 CAPTAIN HACKETT: I would foresee it
18 like we did prior to OSPA. We would refer those
19 investigations to the Office of Attorney General
20 and they would determine who would do those.

21 What we also did was, our command
22 staff, our majors and lieutenant colonels,
23 sometimes would get these conflicted
24 investigations too. But recently we've been
25 sending them all over to the Office of State

1 Police Affairs to investigate.

2 Mr. Stier: Thank you.

3 Mr. Johnson: Mr. Weber.

4 Mr. Weber: Thank you.

5 Captain, one of the slides you put
6 up had various bubbles plugging into the Quality
7 Assurance Bureau. My first question is, under
8 that scenario, does the IMT have direct access or
9 a plug-in into the Superintendent's Office;
10 because it seemed from that model, it plugs
11 directly into Quality Assurance, but the
12 independent auditing entity does not have direct
13 access to the Superintendent's Office; is that
14 right?

15 CAPTAIN O'SHEA: The independent
16 auditing -- as it currently exists, the IMT does
17 have direct access to the Superintendent.

18 This structure is the access to all
19 information within the New Jersey State Police,
20 and as a result, in the future, the independent
21 auditing entity, again, aside from down the road
22 what that structure looks like, this Quality
23 Assurance Bureau provides all the information.
24 They currently do have access. In the future,
25 that would have to be something to be determined

Hearing - 11/13/06

1 by whatever agency came in.

2 Mr. Weber: Why would you
3 change the current structure, which is the IMT
4 has direct access to the Superintendent's Office,
5 to a model where in order, I guess, to get the
6 Superintendent's Office, they would have to go
7 through the Quality Assurance Bureau; why
8 wouldn't you still allow that direct access to
9 the Superintendent's Office?

10 CAPTAIN O'SHEA: That direct access
11 may indeed exist in that future model. In this
12 current model that you see, the structure that we
13 developed was for information. The structure of
14 that entity having direct access to the
15 Superintendent may indeed exist, but this was the
16 structure to assure everyone that information
17 gathered would be provided directly to the
18 independent.

19 Mr. Weber: But wouldn't
20 you be providing a more robust structure if that
21 model showed direct access to the
22 Superintendent's Office from this independent
23 monitoring or independent auditing entity?

24 CAPTAIN O'SHEA: Right, the QAB, for
25 lack of a better explanation, is directly

Hearing - 11/13/06

1 responsible to the Superintendent, so that
2 independent, and as well as the IMT now, much
3 like the Office of State Police Affairs, the
4 enlisted portion now of the Office of State
5 Police Affairs reports directly to the
6 Superintendent, so de facto the IMT reports
7 directly.

8 Mr. Weber: I guess I would
9 ask the State Police to reconsider that model if
10 there's a reason to have this independent
11 auditing entity not have direct access to the
12 Superintendent's Office, which is different than
13 the current structure with the IMT. At least I
14 would be interested in knowing through the chair
15 why you would change that structure; and if not,
16 if you're not going to change the structure, then
17 I'd also be interested in having sort of a
18 refreshed or modified chart that shows direct
19 access from the independent auditing group to the
20 Superintendent's Office, as well as the Quality
21 Assurance Bureau.

22 You know, from my standpoint, not
23 that I think they have any bad motives, but the
24 folks who are in the Quality Assurance Bureau,
25 knowing that this independent auditing entity has

Hearing - 11/13/06

1 direct access to the Superintendent's Office, I
2 think would keep them on the straight and narrow
3 a little more than if there was a layer between
4 the Superintendent's Office.

5 I want to follow-up quickly on a
6 couple of questions that Mr Stier asked in
7 connection with the OSPA DAGs. Why don't we use
8 DAG Alexander as an example. You said her two
9 primary responsibilities are that she co-chairs a
10 Search and Seizure Review Board. Who does she
11 co-chair that with?

12 CAPTAIN O'SHEA: She co-chairs that
13 with the director of the Office of State Police
14 Affairs, and at the Academy, the Commandant of the
15 Academy.

16 Mr. Weber: If the Office
17 of State Police Affairs either goes away or has a
18 different role, what is the State Police's
19 suggestion as to who then fills that co-chair
20 slot with DAG Alexander and the Commandant of the
21 Academy?

22 CAPTAIN O'SHEA: Well, again, the
23 Search and Seizure Committee was created for the
24 New Jersey State Police as a result of trying to
25 vet search and seizure issues and get them out

1 quickly and informatively to both intake the
2 questions and get the answers back out.

3 I think the DAG or the Office of
4 Attorney General would have no problem, and the
5 Division would have no problem, in putting an
6 attorney in that co-chair seat as well. Whether
7 it's from the Office of Attorney General or if we
8 kept DAG Alexander in the Quality Assurance
9 Bureau, it would be a good fit to leave that as a
10 co-chair position.

11 Mr. Weber: So you would
12 then go to two co-chairs, as opposed to three?

13 CAPTAIN O'SHEA: We could go to two
14 co-chairs, as opposed to three, at that point.

15 Mr. Weber: You also
16 testified that DAG Alexander writes opinions for
17 the Superintendent. Is she technically the
18 general counsel or that's just sort of informally
19 the role that she fills?

20 CAPTAIN HACKETT: Well, I don't know
21 technically what that would be called, but her
22 function is to interact with him, help him
23 correct his final decisions and to argue them if
24 they go to the appellate.

25 Mr. Weber: Is it only on

Hearing - 11/13/06

1 search and seizure issues or is it on any legal
2 issues that the superintendent is concerned with?

3 CAPTAIN HACKETT: Well, in general,
4 I believe if we have legal questions, not only do
5 we vet them through the Office of State Police
6 Affairs, but we have the Division of Law, if it's
7 civil matters. We have DAGs that handle our
8 medical issues. So if it's a criminal matter, we
9 vet them through the deputy attorneys general
10 assigned to the Division of Criminal Justice. I
11 would like to advocate that the Superintendent
12 have his own legal staff that could handle
13 realtime information for him, and I know DAG
14 Alexander does that on search and seizure issues,
15 issues involving discipline, final discipline
16 decisions and those things.

17 Mr. Weber: And she does
18 that in the context of being part of the OSP, A,
19 sort of assigned to the State Police? I know
20 it's not technically general counsel, but we'll
21 use that. Did that general counsel role exist
22 before the Office of State Police Affairs was
23 created?

24 CAPTAIN HACKETT: Yes, like you
25 said, within the Division of Law, there was an

Hearing - 11/13/06

1 office, and I'm not sure of the technical name
2 what they called it, but it was in the State
3 Police division. I'm not sure of the name of it,
4 but they had attorneys assigned there under the
5 Division of Law that would act as counsel. There
6 was a DAG that did those decisions for the
7 Colonel.

8 Mr. Weber: And that office
9 went away when the OSPA was set up?

10 CAPTAIN HACKETT: I'm not sure.

11 Mr. Weber: Does it still
12 exist?

13 CAPTAIN HACKETT: Well, there's a
14 Prosecution and Police Bureau, but I'm not really
15 sure. I'm not really sure.

16 CAPTAIN O'SHEA: When the Office of
17 State Police Affairs was created, those other
18 attorneys, they still exist, and when the
19 questions arise out of the Division of State
20 Police, civilly, legal questions, initially, they
21 usually come through the Office of State Police
22 Affairs, but then they are vetted to the
23 appropriate division, the Division of Criminal
24 Justice, the Division of Law, for a response,
25 depending on the nature of the question that

1 comes in.

2 Mr. Weber: So - this will
3 be my last question - generally speaking, what
4 you're advocating is taking many of the functions
5 that are in the OSPA - and this follows up on
6 Mr. Stier's question - and putting them in the
7 Quality Assurance Bureau, including DAG Alexander
8 and -- I'm sorry, I forgot her colleague's name?

9 CAPTAIN O'SHEA: Daldell.

10 Mr. Weber: Daldell.

11 To continue performing the same
12 functions they're performing as part of the OSPA,
13 but now performing them under the Quality
14 Assurance Bureau?

15 CAPTAIN O'SHEA: Right. The Quality
16 Assurance Bureau, the structure without them is
17 set at this point. It is functioning with the
18 enlisted portion coming back into the New Jersey
19 State Police from the Office of State Police
20 Affairs.

21 If there were an enhancement that
22 was recommended by the panel or approved by the
23 Committee to look for down the road, that
24 enhancement would be those people coming directly
25 over to have that realtime question, that

Hearing - 11/13/06

1 day-to-day interaction. That would be one of the
2 enhancements that we would ask for. We're not
3 asking for it to be required upfront, it's just
4 something that down the road is an enhancement
5 that we would like to see and we would welcome.

6 CAPTAIN HACKETT: Regardless of
7 where those attorneys are assigned, we still need
8 that function to carry out our doings, regardless
9 of where they're assigned.

10 Mr. Weber: Thank you.

11 Mr. Johnson: Thank you.

12 Ms. Yang.

13 Ms. Yang: Thank you for
14 your testimony.

15 I have a question about the
16 recommendation that there be an individual
17 corporation with law enforcement background in
18 the auditing agency.

19 Structurally, can you tell me how
20 that would be set up?

21 CAPTAIN O'SHEA: That law
22 enforcement background, the superintendent has
23 advocated a number of ways that he would like to
24 see that set up. The Manhattan Institute being
25 one. How that corporation chooses -- and

1 corporation is probably a poor term that I
2 used -- how that entity sets up their structure
3 for how they want to come in and garner the
4 information from the New Jersey State Police and
5 audit and review the New Jersey State Police,
6 would fundamentally be entirely up to that entity
7 to develop.

8 When I say a law enforcement
9 background, I think it's important that you need
10 a law enforcement background in these policy and
11 procedures to at least not stumble initially and
12 get right into the crux of auditing and coming in
13 for information. You know what information
14 you're going to need to look for. And I know the
15 name Sam Walker, Dr. Walker, has come up before.
16 He has a tremendous law enforcement background
17 and he's associated with the academic world.
18 That structure itself, I don't want to speak to
19 how I think they should organize. By having that
20 law enforcement background and that intuition
21 into law enforcement, they would probably know
22 how they need to structure themselves when they
23 came in.

24 Ms. Yang: Thank you,
25 Captain. Just one more question.

Hearing - 11/13/06

1 Under your proposal, would the
2 Office of Professional Standards be left
3 completely intact or would there be any
4 additional changes or revisions?

5 CAPTAIN O'SHEA: At the current
6 time, the Office of Professional Standards is
7 completely intact, with the addition of the
8 Quality Assurance Bureau, so they will fulfill
9 their current mission and have the enhanced
10 mission of the Quality Assurance Bureau
11 underneath that umbrella.

12 And, again, by table of
13 organization, the commanding officer of the
14 Office of Professional Standards reports directly
15 to the superintendent.

16 Ms. Yang: Thank you,
17 Captain.

18 Mr. Johnson: Thank you.

19 I understand Reverend Floyd will
20 pass.

21 Rev. Floyd: Pass.

22 Mr. Johnson: We received,
23 during the testimony, questions from the public.
24 There are three of them, so I would pose those
25 questions, and I have a handful of my own.

Hearing - 11/13/06

1 First, what proactive measures for
2 auditing does OPS conduct in the field to ensure
3 officer accountability?

4 CAPTAIN HACKETT: Well, as Captain
5 O'Shea explained, the comprehensive MVR review
6 policies that are in place, in addition to that,
7 our review process that our supervisors do, and
8 that's not going to change. That's going to all
9 remain the same.

10 CAPTAIN O'SHEA: In addition to
11 that, Mr. Chairman, the MAPPS system, the 632
12 process, the comparison of each trooper to their
13 peers at the station, which is reviewed by the
14 supervisors, the three and two scenario, any time
15 three incidents are reported on a trooper in two
16 years, they go to OPS, it generates an immediate
17 review of that trooper, with a meaningful review
18 of the MAPPS system and all data associated with
19 that trooper. So there's numerous ways. We try
20 not to put all of our eggs in one basket with
21 simply the reviews, but with the technology and
22 the supervisors having hands on, we try and get
23 all the information we can on the troopers.

24 Mr. Johnson: How does the OPS
25 track -- or how does the State Police, if it's

Hearing - 11/13/06

1 not OPS, track or monitor lawsuits filed against
2 the State Police either by the public or by
3 troopers?

4 CAPTAIN HACKETT: Within the Office
5 of Professional Standards, we have a unit called
6 the Civil Proceedings Unit. It's headed up by a
7 sergeant first class and two enlisted members.
8 All three members of that unit have law degrees,
9 not only are they troopers, but they're
10 attorneys, along with, we have a civilian staff
11 too, and we keep track of every civil complaint
12 that comes in through the State Police.

13 Mr. Johnson: And are those
14 records tabulated so that the public can get
15 insight into what sort of complaints have been
16 filed?

17 CAPTAIN HACKETT: Yes, they're put
18 in our database and then we work hand in hand
19 with the Division of Law who represents the
20 division in those matters. So it would be the
21 Division of Law and our office that monitors
22 those investigations or those suits.

23 Mr. Johnson: In connection
24 with those suits, though, is there a quarterly
25 report or an annual report that's issued that

Hearing - 11/13/06

1 reflects how many complaints have been filed and
2 what their disposition is?

3 CAPTAIN HACKETT: I don't think
4 there's a formal report on that, but clearly we
5 have the information and we can get that.

6 Mr. Johnson: Okay. Could you
7 produce for the Committee, and ultimately it
8 would go to the public, basically a record, a
9 listing of the complaints that have been filed
10 against the State Police, either by members of
11 the public or by troopers over the period of the
12 monitorship system, so since 1999?

13 CAPTAIN HACKETT: And those are
14 civil complaints?

15 Mr. Johnson: Civil complaints,
16 correct.

17 CAPTAIN HACKETT: Yes, sir.

18 Mr. Johnson: I think that
19 handles the questions from the public.

20 Next is, I have a handful of my own
21 raised by some of the testimony today.

22 First, on the issue of investigating
23 incidents that may lead to discipline, what are
24 the forms of discipline that can be imposed by
25 the State Police, including, of course,

Hearing - 11/13/06

1 termination?

2 CAPTAIN HACKETT: Sir, we have three
3 levels of discipline in the State Police, minor
4 discipline, which is, it could be a written
5 reprimand with up to five days suspension, we
6 have a summary disciplinary history, SDH we call
7 it, where a member could be suspended up to 30
8 days, and we have general disciplinary hearings,
9 which a member could be suspended up to any time
10 at the discretion of the superintendent,
11 including termination.

12 Mr. Johnson: I know that some
13 police organizations have a schedule of penalties
14 for a variety of violations. Is there such a
15 schedule of penalties that's in place in the New
16 Jersey State Police?

17 CAPTAIN HACKETT: What we have, sir,
18 we practice what we call progressive discipline
19 in the State Police. When we adjudicate a
20 complaint, no matter what it is, in our IA Pro
21 database, we have a computerized database, what
22 we can do is a discipline by allegation. So
23 suppose the allegation is a member used his troop
24 car off duty, we could plug that allegation in
25 the computer and it would give us a baseline for

1 past practice of what discipline was issued in
2 the past. However, every case relies on its own
3 merits, the facts and circumstances, and also on
4 the discipline history of the trooper. If this
5 is the second or third time that he has done
6 that, the penalty gets jacked up and it could go
7 to a summary, and if it's even more serious, it
8 could go up to a general. So that's how we look
9 at the discipline. We don't necessarily have a
10 form with concrete penalties, it's fluid. It's a
11 fluid system.

12 Mr. Johnson: So it's a fluid
13 system with a fair amount of discretion?

14 CAPTAIN HACKETT: Yes. It is based
15 on progressive discipline.

16 Mr. Johnson: With respect to
17 the issue of racial profiling, has anyone been
18 disciplined since 1997 for engaging in racial
19 profiling or other violations of constitutional
20 rights?

21 CAPTAIN HACKETT: No, there hasn't.
22 And I would just like to say, with our racial
23 profiling complaints, they're investigated
24 vigorously by our internal affairs investigators.
25 The difficulty with a racial profiling

1 investigation centers on the fact that you're
2 trying to figure out what the trooper's
3 motivation was and did race or ethnicity
4 influence any of the trooper's actions during the
5 incident. So to help our investigators, we have
6 a comprehensive model investigative plan for
7 racial profiling complaints. And I can provide
8 the Commission with a copy of that. You will see
9 that when we do these investigations, we really
10 leave no stone unturned. I think you'll be very
11 impressed with the level of investigation that we
12 try to put into these to determine if the
13 trooper's motivation was ill-conceived.

14 Mr. Johnson: Since about 1999,
15 I guess, how many troopers have been disciplined
16 for misconduct on the job, of any sort? And this
17 is a question that comes out of the data that the
18 State Police has provided to us.

19 CAPTAIN HACKETT: We produce an
20 annual report that produces those results. I
21 don't have that data in front of me, the reports,
22 but if you look at the 2005 annual OPS report, it
23 goes into how many investigations were completed,
24 and adjudication of those cases. I don't have
25 that information in front of me.

Hearing - 11/13/06

1 Mr. Johnson: Okay. As I read
2 the data, there were more than 500 instances of
3 discipline against troopers since 1999, and none
4 of those involved any finding against any trooper
5 of racial profiling.

6 Does that strike you as a bit of an
7 outlier, that there would be zero in one category
8 and many other findings in other categories?

9 CAPTAIN HACKETT: Well, I could see
10 maybe your skepticism, but I think if you look
11 back --

12 Mr. Johnson: I'm just asking a
13 question. There's no skepticism.

14 CAPTAIN HACKETT: Okay. Well, I
15 could see where maybe members of the public may
16 be skeptical of those statistics, but if you look
17 at the last five years, it's pretty consistent
18 with what the independent monitoring team has
19 found. You know, I'm just going back to their
20 14th report, since 2002, with 14 site visits and
21 thousands of hours of monitoring efforts, all New
22 Jersey State Police interactions reviewed were
23 conducted professionally, and three have
24 indicated to race or ethnicity based decision
25 making.

1 And, like I said, with everything
2 that has been -- in the last five years, the
3 intense scrutiny the State Police has been under,
4 along with all of our forms, it doesn't surprise
5 me that I believe our troopers are conducting
6 themselves constitutionally, combined with the
7 difficulty, as I explained earlier, about proving
8 or disciplining a trooper for racial profiling,
9 it's difficult. But I believe our troopers are
10 conducting themselves constitutionally.

11 Mr. Johnson: Is there anyone
12 looking at the data, this discipline data, to ask
13 whether or not this trend is -- or lack of
14 findings of any profiling, is something that
15 ought to be of concern; is anyone doing a trend
16 analysis along those lines?

17 CAPTAIN HACKETT: To start off with,
18 every case we look at is looked at individually,
19 and they all have their own facts and
20 circumstances pertaining to that case. Over all,
21 when a complaint comes in, the first thing we do
22 is we look at the trooper's --

23 Mr. Johnson: Separate and
24 apart -- I understand that they're looked at
25 individually --

1 CAPTAIN HACKETT: But I want to lay
2 a foundation for this.

3 Mr. Johnson: Except the
4 question is broader. It's, once you've done your
5 individual investigations, is someone taking a
6 step back and looking at the pattern of those
7 individual investigations to see whether or not
8 anything requires a relook at any of the
9 investigations?

10 CAPTAIN HACKETT: I think Captain
11 O'Shea explained the 632 process. A trooper is
12 constantly -- his patrol practices are constantly
13 being monitored through intense supervision and
14 the process that we explained about the 632
15 reviews. So once our investigation is put to
16 bed, it doesn't mean that that trooper is never
17 looked at again. All of these troopers are
18 constantly being looked at, their patrol
19 practices. I don't know if you want to call it
20 trend analysis or what, but just because that
21 trooper had an unsubstantiated case, it doesn't
22 mean his patrol practices are no longer looked
23 at. They're constantly being looked at by the
24 supervisors out in the field.

25 Mr. Johnson: This is separate

1 and apart from the individual troopers. Let me
2 try it another way. We're talking about
3 systemically. You have a system that's producing
4 a certain number of results, discipline for
5 hundreds of troopers for a variety of
6 infractions, yet it produces no discipline for
7 any trooper for a particular category of infraction,
8 and the question is whether or not anyone is
9 looking at that systemic result and asking, is
10 something going on here, are we not looking at
11 things the right way or are we just that good?

12 CAPTAIN O'SHEA: Currently,
13 Mr. Chairman, the Office of State Police
14 Affairs -- I guess the closest thing to an answer
15 right now for you is that the Office of State
16 Police Affairs comes in and conducts an audit of
17 OPS at this point, separate and apart from the
18 Office of Professional Standards. They come in
19 with the investigators and the DAGs from the
20 Office of State Police Affairs and audit those
21 reports and those investigations.

22 At this time, I believe we're
23 conducting a second audit now, but I can only
24 speak for the first audit, that these particular
25 events have been found to be investigated and

1 adjudicated properly at this point. For trend
2 analysis, that is something we possibly in the
3 future can look at for the overall picture. The
4 only thing we can do right now is investigate,
5 reinvestigate and make sure, as Captain Hackett
6 said, we leave nothing unturned. And then with
7 this audit process that OPA does independently of
8 the actual investigation, we're assured that
9 there are no events happening out there with
10 regard to the racial profiling charges.

11 Mr. Johnson: Thank you for
12 that response. I'm going to gavel myself,
13 because I've gone over time. There are at least
14 two questions that we would like to follow up on.
15 One is, we know that there have been zero
16 findings of racial profiling, the question is,
17 how many actual investigations during that same
18 period, which is the period from 1997 through the
19 present, were actually opened up? That would be
20 an important thing for us to know.

21 Then with respect to the audits,
22 I've seen one audit report. I noticed on that
23 audit report that there were a couple of
24 investigations where OSPA had some questions
25 about the investigation and questions about the

Hearing - 11/13/06

1 level of discipline imposed. Could you take a
2 look at those audit reports and get back to the
3 Committee with an explanation of the follow-up to
4 those concerns raised by OSPA?

5 CAPTAIN O'SHEA: Yes, sir.

6 Mr. Johnson: And with that, I
7 think we will take -- we started 15 minutes late,
8 so we'll take a ten-minute break, and if you can
9 stay, we'll talk amongst ourselves to see if
10 there are additional questions from the
11 Committee. I think Mr. Jerome is here in the
12 room, and more than likely, we will start with
13 Mr. Jerome when we come back in ten minutes from
14 now.

15 (Recess.)

16 Mr. Johnson: We're back on the
17 record. I believe that one or two Committee
18 members had additional questions for Captain
19 O'Shea. My sense is that they will be short
20 questions.

21 Ms. Brown: Thank you,
22 Mr. Chair. And thank you Captain for coming
23 back.

24 It is a quick question. I just
25 wanted to understand a little bit more about the

Hearing - 11/13/06

1 report that you would expect the independent
2 auditor to produce. And in your PowerPoint you
3 had that being delivered to four different
4 entities, the public, the AG, the Legislature and
5 the superintendent.

6 CAPTAIN O'SHEA: Correct.

7 Ms. Brown: What is your
8 sense of how that report would actually be used;
9 who is responsible for implementing the
10 recommendations that would come out of that
11 report?

12 CAPTAIN O'SHEA: Well, I believe the
13 report would probably be in several phases,
14 several facets. The first facet would be, how is
15 the State Police operating with regard to the
16 issues currently. Any recommendations that that
17 independent auditor may make for improved
18 workings of the New Jersey State Police, the
19 superintendent should be aware of all of those
20 things. And the attorney general, as the chief
21 law enforcement officer, should be aware of those
22 recommendations as well. And as has been spoken
23 to before, the financial aspects of how to
24 improve the systems and how to get the technology
25 more advanced would have to eventually come

Hearing - 11/13/06

1 through the Legislature, so the Legislature
2 should be a real partner in being aware of the
3 recommendations of the independent auditor.

4 Ms. Brown: And just one
5 follow-up, do you see any kind of a coordinated
6 body, though; I mean, right now, it's four
7 different places that may or may not coordinate
8 on the same interests, the same points, in order
9 to make sure that there's implementation, and
10 then, therefore, accountability on those reports?

11 CAPTAIN O'SHEA: Well, I think the
12 accountability will come into play by virtue of
13 the fact that they are going to be publicly
14 published reports of, again, how the State Police
15 is doing, improvements that could be made and
16 directions that the State Police may want to go
17 as far as new policy and procedures. Making
18 those public makes us accountable to do our best
19 to achieve those recommendations. Some are not
20 going to come without financial assistance, some
21 are not going to come without legislative
22 assistance. And, again, the attorney general, as
23 the ultimate supervisor and the chief law
24 enforcement officer, also has to embrace those
25 changes, for not only the State Police, but,

1 again, any law enforcement agency.

2 Mr. Johnson: Are there any
3 questions from Committee members?

4 Mr. Stier.

5 Mr. Stier: I'd like to
6 follow up on some of the questions that the
7 Chairman was asking with respect to the fact that
8 there have been no substantiated cases of racial
9 profiling as a result of internal investigations.
10 There have been instances where troopers have
11 been disciplined for various kinds of misconduct
12 in connection with traffic stops, haven't there,
13 over the years?

14 CAPTAIN HACKETT: Yes.

15 Mr. Stier: Okay. Are
16 there records of the race or ethnicity of the
17 victims of those abusive traffic stops; in other
18 words, the question is, could you do an analysis
19 that would tell us, over the course of the last
20 five years or so, whether cases that might
21 conceivably have been categorized as racial
22 profiling, are categorized as other infractions,
23 maybe because it's easier to prove another
24 infraction?

25 I'll give you an example. If a

1 motorist is a victim of an assault, with
2 excessive use of force by a trooper, it's
3 probably easier to prove that the force was
4 excessive, than what motivated the trooper to
5 engage in the excessive use of force, and so the
6 infraction may be categorized as excessive use of
7 force, rather than racial profiling.

8 I want to get below the surface of
9 this, of what's been going on by way of internal
10 investigations. And the question is, would it be
11 possible to analyze cases in which infractions
12 have been substantiated -- over the course of the
13 last five years, would it be possible to analyze
14 those in terms of the race or ethnicity of
15 victims?

16 CAPTAIN HACKETT: I would like to
17 refer to them as complainants.

18 Mr. Stier: By victim, I'm
19 talking about substantiated cases. I'm not
20 talking about just complaints which haven't been
21 substantiated. I'm talking about cases in which
22 a trooper has been disciplined for misconduct, in
23 which you have a victim.

24 CAPTAIN HACKETT: And can we break
25 them up or break them out by race or ethnicity,

Hearing - 11/13/06

1 those complaints?

2 Mr. Stier: Exactly.

3 CAPTAIN HACKETT: When we complete
4 our reportable incident form, there is a block on
5 there that asks for the race of the individual
6 making the complaint. We could ask, but they
7 don't always have to give it to us. So if we
8 have that information, we can do that.

9 CAPTAIN O'SHEA: Sir, with regard to
10 contacts, motor vehicle contacts, if the
11 situation or incident arose out of a motor
12 vehicle contact, that information would be
13 captured in the CAD system. As part of a routine
14 calling in, it's mandated that they call in. So,
15 so long as it was part and parcel of a motor
16 vehicle contact, that information is captured.

17 Mr. Stier: So I'll leave
18 it to the Chairman whether he wants to request
19 any additional analytical work to be done, but I
20 think we need to get below the surface of what's
21 happened over the last five years and understand
22 how the State Police has responded to issues of
23 improper contact or improper conduct between
24 troopers and members of the public on the
25 highways, and whether there are patterns that

1 would suggest that, although the issues are being
2 dealt with effectively by the State Police, there
3 have been patterns that would suggest any kind of
4 racial bias in misconduct.

5 Mr. Johnson: I think it would
6 be helpful for us to get that sort of data
7 analysis as we attempt to answer the Governor's
8 question on sustainability, so getting an
9 understanding of those patterns would be helpful.

10 What we'll do is formulate a
11 question, rather than trying to draft and
12 negotiate, as we sit at the table here, a
13 question that would lay out the sort of data that
14 we think would be helpful, along the lines of
15 what Mr. Stier has just outlined, the race of the
16 complaining individual, and in those cases where
17 there actually has been a finding of -- there has
18 been disciplinary action taken, so that we can
19 see it in aggregate form and get a better sense
20 of what's going on, particularly when this is the
21 sort of trend analysis that someone might do if
22 they're looking at, say, zero incidents of racial
23 profiling or constitutional violations, then the
24 next question becomes, okay, what's the deeper
25 analysis, and that's the sort of trend analysis

1 that can be done, and it would be helpful to us.

2 So we will get you that question in
3 writing in relatively short order.

4 CAPTAIN HACKETT: Okay.

5 Mr. Johnson: What we'll do for
6 our additional questions, we'll submit those as
7 well, because we need to get to Mr. Jerome.

8 Thank you again for your testimony.
9 Thank you for taking your time, both today and
10 other days.

11 Our next witness is Richard Jerome.
12 He's currently the deputy monitor for the city of
13 Cincinnati, and has also been a consulting expert
14 for the cities of Oakland and Detroit from 1995
15 to January 2001. Mr. Jerome coordinated the
16 Department of Justice's efforts to promote police
17 reform, including the department's publication of
18 Principles for Promoting Police Integrity. He
19 served as deputy associate attorney general from
20 1997 to 2001, during which time he oversaw the
21 work of the Civil Rights Division and the
22 Community Relations Service.

23 As counsel to the assistant attorney
24 general for civil rights, he coordinated the
25 efforts of the National Church Arson Task Force,

1 and it's in that role that I had the pleasure of
2 working with Mr. Jerome.

3 He has an extensive background in
4 civil rights litigation, and in law enforcement
5 practices.

6 So, Mr. Jerome, thank you for making
7 yourself available to us. You may proceed.

8 MR. JEROME: Thank you very much. I
9 want to just say that I really appreciate being
10 able to come here and talk to you about these
11 issues. I also think that Governor Corzine
12 should be really commended for establishing the
13 Committee to address issues that are really at
14 the heart of police reform, and those are issues
15 of police accountability and bias-free policing.

16 Certainly, there have been
17 significant strides in police-community relations
18 in a number of jurisdictions around the country,
19 and improvements in enhanced police integrity,
20 but I will say that distrust of police,
21 particularly in minority communities, continues
22 at unhealthy levels in many places around the
23 country.

24 The Committee's mandate and the
25 issues and questions that you are looking at are

1 very close to the work that I do. As Mr. Johnson
2 noted, I was the attorney general's point person
3 on police accountability and racial profiling. I
4 helped oversee the civil rights division's
5 pattern or practice program at the time that the
6 New Jersey investigation and settlement was being
7 conducted. Since 2001, I've been in private
8 practice working on police reform issues and
9 civil rights.

10 I'm currently the court-appointed
11 special master and deputy monitor in two
12 settlements in Cincinnati. One of those is the
13 Memorandum of Agreement, which is a Justice
14 Department settlement under the pattern or
15 practice program. The other is a private class
16 action settlement called the Collaborative
17 Agreement, and that agreement really focuses on
18 the issues of racial profiling and police
19 community relations and community trust.

20 The other interesting thing is that
21 in many ways the Committee is looking at issues
22 that we are dealing with in Cincinnati. We are
23 now in the fifth year of a five-year agreement,
24 and much of our energy and efforts as the monitor
25 team has been focused on trying to get the

1 parties to come together and agree on priorities
2 for this final year, and reaching substantial
3 compliance with the agreements, but then also to
4 institutionalize the progress that has been made
5 and ensure that those police reforms and measures
6 that were part of the settlements continue after
7 the agreement is finished.

8 I think one of the concerns in these
9 kinds of situations is that there certainly have
10 been police departments and police chiefs in
11 situations like this, where essentially they will
12 hold their breath until the agreement goes away,
13 and then they can go back to business as usual,
14 and the old ways. And I think that is one of the
15 principal challenges that I think we face in
16 these kinds of circumstances, to make sure that
17 the progress that has been made - and I know
18 there has been a significant amount of progress
19 in New Jersey, and in Cincinnati as well - is
20 laid as a foundation for work that goes forward.

21 Changing an organization's culture,
22 the organizational culture of police departments
23 and State Police and highway patrols, is not an
24 easy thing. So I'm going to focus today in my
25 testimony on different models of police

1 accountability. I certainly heard a little bit
2 of the testimony of the previous panel about the
3 recommendations for a police auditor, and I can
4 talk about how that kind of model has been set up
5 in jurisdictions around the country, and talk
6 both about the external civilian oversight, as
7 well as the internal efforts to promote
8 accountability, in terms of both internal affairs
9 and inspections and auditing.

10 But I do want to spend a little bit
11 of time talking about racial profiling issues and
12 bias-free policing, so I'm going to start with
13 that and then move to models of police oversight.

14 Clearly, the sentiment against
15 racial profiling is universal. I mean, there's
16 nobody who is for racial profiling. The problem
17 I think for many years has been in the question
18 of what is the definition of racial profiling,
19 and many police agencies and academics started
20 the debate defining racial profiling as when an
21 officer takes a police action solely on the basis
22 of race. And this definition really misses the
23 mark, because there is no officer, you know, even
24 the most biased, who uses race as the only basis
25 for his or her action.

1 At the other end of the spectrum,
2 however, is a definition that says that any use
3 of race, in any context and circumstance, is
4 racial profiling, and that's too broad. And I do
5 want to say that I think the New Jersey State
6 Police have done an admirable job in setting out
7 its policies on what officers can and can't do.

8 I think the principal lesson is that
9 officers cannot use a person's race, ethnicity or
10 national origin as a shortcut for suspecting them
11 of criminal activity. Race and ethnicity by
12 itself should not be a reason that officers
13 should have a heightened suspicion of that
14 person.

15 I will say, as a general matter, I
16 think we all understand that everyone, in every
17 circumstance and occupation, has stereotypes and
18 bias that we bring to the world, and I think the
19 challenge in the circumstance of policing is to
20 understand and address those issues and work on
21 the kinds of practices and training and behavior
22 issues that overcome some of those stereotypes.

23 So, again, an officer's actions must
24 be based on the behavior of the individual or on
25 reliable information that leads the officer to

1 believe that the person he is encountering has
2 either committed or will commit or is in the
3 process of committing a crime. So the question
4 that the officer should ask is, Would I be
5 stopping this person if he or she were white?
6 That is the but for test in assessing bias-free
7 policing.

8 I certainly can't speak to the
9 current situation in New Jersey and the monitor's
10 findings, not having been involved through the
11 course of this five years, but I will say that in
12 finding substantial compliance with the consent
13 decree's provisions, the New Jersey State Police
14 is in a much better situation than many other
15 jurisdictions under the pattern or practice
16 program. There are a number of cities and
17 jurisdictions that have been dealing with consent
18 decrees and Memorandums of Agreement, where they
19 have had a much more difficult time reaching that
20 substantial compliance, so I do want to commend
21 the State Police and the Attorney General's
22 Office for doing the work that it has done.

23 Also, I think with respect to racial
24 profiling issues, there is a significant
25 difference between highway policing and policing

1 in urban neighborhoods. So to some extent, the
2 kinds of interactions and the issues that you
3 have to deal with, in terms of traffic stops, and
4 particularly highway stops, versus work that
5 officers do in urban policing, and how race
6 sometimes impacts those decisions, do raise some
7 different questions, but my understanding is
8 that, while New Jersey State Police officers do a
9 significant amount of highway policing, they also
10 do have significant other responsibilities that I
11 think raise questions of urban policing as well.

12 There is no question that police
13 departments, State Police, highway patrol and
14 other agencies have to deal harshly with those
15 who are intentionally discriminatory, who bring
16 biases to the job and take actions because of
17 those motivations, but often I think it is the
18 unconscious bias, and often times the
19 institutional pressures, and even the agency's
20 policies, that have an impact and influence
21 police actions, and also have an impact on how
22 the -- particularly, the minority community views
23 police actions, that also need to be looked at.

24 So it is not just, did this
25 particular officer take this action, do this

1 traffic stop because he or she felt that the race
2 of the driver was a part of the reason for making
3 the stop. I think there are other issues as
4 well, and I'm going to give you an example, in
5 terms of Cincinnati.

6 As part of the Collaborative
7 Agreement, the agreement itself requires that the
8 city bring in an outside evaluator, an outside
9 organization to conduct a review and research on
10 the progress towards achieving the goals of the
11 collaborative. And part of that -- and the RAND
12 Corporation was brought in, and they put out
13 their report, their first report, last year in
14 2005. They'll be coming out with another next
15 month. Part of what their review did, they did a
16 traffic stop analysis; they did reviews of the
17 MVRs, the mobile video recorders; they did
18 community surveys; and also looked at kind of
19 statistical compilations as well.

20 So the interesting thing is that
21 last year, while RAND did not find any clear
22 evidence of a pattern of bias in policing, it did
23 find that blacks and whites in Cincinnati
24 experienced two very different styles of
25 policing. You know, it is almost, in some sense,

1 a tale of two cities. Black residents in the
2 city are more likely to live in neighborhoods
3 characterized by crime and disorder. Residents
4 in high-crime neighborhoods are more likely to
5 see and experience aggressive policing, such as
6 more invasive traffic stops, individuals being
7 stopped and patted down on the street corner. So
8 neighborhood crime rates, rather than race, may
9 be the rationale for these actions. In other
10 words, we're going to deploy our police
11 department and our officers in high-crime
12 neighborhoods, and when we do that, our police
13 officers are going to take actions that reflect a
14 certain type of police strategy, to the extent
15 that race and poverty and race and high-crime
16 neighborhoods correlate. That just means that
17 law abiding citizens in those areas of the city,
18 in fact, do experience very different policing.
19 Particularly if the message from police
20 leadership to the street cop is, you know,
21 simply, make more stops in high-crime
22 neighborhoods. So in that case, the law abiding
23 residents in those neighborhoods will bear a
24 heavier burden.

25 I think there are a number of

1 efforts that agencies need to take to address
2 concerns about racial profiling. Certainly, the
3 New Jersey State Police, I think, are using a
4 number of those tools already. The first is that
5 agencies have to have a clear and widely
6 disseminated policy prohibiting officers from
7 discriminating on the basis of race, ethnicity,
8 national origin, gender, disability, or sexual
9 orientation in performing their duties.

10 Second, agencies really need to
11 incorporate bias-free policing in their training
12 efforts for the academy, for in-service, and
13 management training. And I think there have been
14 some real steps taken in training efforts around
15 the country. I will say that I think at the
16 beginning of this debate over racial profiling,
17 when agencies were initially crafting their
18 training programs, those efforts and those
19 training efforts were not tremendously
20 sophisticated. And often times, it was more a
21 question of, you know, what is an appropriate
22 traffic stop, and focusing on reasonable
23 suspicion and probable cause. And I think now as
24 well, a number of agencies are incorporating
25 these questions of kind of stereotypes and how do

1 we deal with them and cross-cultural
2 interactions.

3 I will say on that note, in
4 Cincinnati, one of the more interesting findings
5 that RAND came up with is the review of the MVR
6 stops. And with respect to those reviews, they
7 found -- they looked at not just -- I know in New
8 Jersey, the monitor did a very good job of
9 assessing those MVR tapes for, was the officer's
10 actions in policy consistent with constitutional
11 requirements. And one of interesting things that
12 RAND did is, aside from those questions, it
13 looked at the level of communication and whether
14 the interaction -- whether both the officer and
15 the drivers' communications were positive or
16 negative. And it found significantly that the
17 level of interaction and communication was much
18 more negative and less positive when you had
19 either a black officer and a white driver or a
20 white officer and a black driver. That
21 cross-racial interaction made things more
22 difficult. And so one of the things that the
23 police department and the city really have to do
24 now is incorporate into their training of
25 officers some discussions about communications

1 and communication style, and also some, I think,
2 public education and communication to the
3 community, in terms of kind of what happens in
4 traffic stops and how to deal with officers.

5 So from the side, I didn't really
6 lay it out in my testimony, but there's some very
7 interesting things that one can learn from these
8 interactions that are not necessarily focused on,
9 was there racial profiling, was the officer
10 engaging in improper actions, but still some
11 lessons one can learn from these interactions
12 that you can incorporate into training. And I
13 also will get to, when we talk about oversight
14 and auditing, the issue of looking at larger
15 trends and patterns, because I think there are
16 lessons one can draw, in terms of policies and
17 training, that can be applied, even when the
18 individual circumstances of an interaction do not
19 involve improper actions and procedures.

20 So I've mentioned policy and I've
21 mentioned training. The third area is that
22 agencies need to put in place methods of
23 monitoring and assessing the conduct of officers
24 in traffic stops, in pedestrian stops and in
25 their police actions. So these methods can

1 include data collection, citizen satisfaction
2 surveys, use of in-car video systems, which I
3 know you do here in New Jersey, an effective
4 citizen complaint system, and, in particular, and
5 I think this is key, supervisory oversight.

6 I'm not going to talk a lot about
7 the data collection issues, because that can get
8 overly detailed, but I will say that many
9 agencies, I guess most agencies and
10 jurisdictions, I think engage in data collection
11 with very high expectations that that kind of
12 study and analysis is going to answer the bottom
13 line questions of, you know, was there or was
14 there not officer bias and racial profiling. And
15 those expectations usually are disappointed,
16 because the analysis of traffic stop and
17 pedestrian stop data is more complicated and
18 ambiguous than anticipated. Certainly, the
19 general experience is that the studies show
20 racial disparities in stops, certainly compared
21 to census population data with blacks and
22 Hispanics stopped at a higher percentage than
23 whites. But at least some of that disparity can
24 be explained by nonracial factors, and that can
25 be, for example, where police are deployed. So

1 if the police are deployed to high crime
2 neighborhoods that are correlated with poverty,
3 and that may be, again, correlated with minority
4 populations, if you have more police in minority
5 neighborhoods, you're going to have more stops.

6 Again, then the question there is
7 not the individual officer's motivation, but the
8 larger question of how we deploy officers, how we
9 use them and what are our strategies. You know,
10 should we be doing aggressive traffic stops; it
11 may be helpful, it may actually work, it may not.
12 I think the question is what is the most
13 effective police strategy and effective police
14 strategy that also results in a perception of
15 fair policing. And I think there is a
16 significant benefit to data collection, and that
17 is, it does lead to this larger public discussion
18 of how policing should be conducted.

19 I will say, I think police around
20 the country are dealing with very conflicting
21 expectations. You know, all of us in every
22 community want to be safe, and certainly
23 residents in high crime neighborhoods express
24 concerns about the lack of police visibility.
25 They demand more police services, and often times

1 we respond to those concerns by increasing police
2 deployment in neighborhoods. And depending on
3 how that deployment is used, that will often lead
4 then to greater disproportionality in stops. And
5 we need to really openly discuss these decisions
6 and strategies so that we then don't lead to
7 increased complaints about police activity from
8 the same communities that are asking for more
9 police presence and protection.

10 Are pedestrian stops and traffic
11 stops being done at officers' discretion for
12 legal, but often pretextual reasons, to dampen
13 crime? And if so, how well are they working?
14 You know, are traffic stops being used -- and
15 this, again, I think applies more often to kind
16 of city policing than highway policing, but are
17 they being used as a crime suppression tool? If
18 so, again, the question is, is that being
19 effective?

20 So my sense, and this is the last
21 point on racial profiling, is, again, the right
22 police strategy is one that effectively reduces
23 crime, makes people feel safer, but then also
24 leads to a perception of fair policing.

25 In terms of the question of

1 oversight, and so now that the monitor is going
2 to be finishing up, and if the consent decree is
3 terminated, what happens next and how do you
4 implement police oversight in the State of New
5 Jersey?

6 Let me just lay out a couple of
7 quick goals for any kind of civilian oversight
8 entity of law enforcement agencies.

9 First, to reduce misconduct by
10 providing an objective review of citizen
11 complaints and identifying improper behavior and
12 ensuring that appropriate discipline is imposed
13 by the agency.

14 The second point, which Mr. Johnson
15 raised, is to identify patterns or trends in
16 misconduct.

17 The third is to recommend or develop
18 improvements in police policies, procedures,
19 tactics and training.

20 So one of the issues that I think
21 agencies that are involved in police oversight
22 need to address is not to just look at individual
23 police complaints, but look at larger questions
24 of police practices and policies, whether it's
25 use of force policies, police training, and make

1 recommendations. And I think this gets to one of
2 the questions earlier, you know, what is the
3 measure; how do we measure the efficacy of police
4 oversight?

5 And one measure, for example, is,
6 you know, what kinds of recommendations are made,
7 and are those recommendations addressed and
8 either implemented, or at least decisions not to
9 implement them are based on reasoned
10 justifications.

11 Also, you know, I think a goal is to
12 increase public trust in the police and
13 strengthen the relationship between the community
14 and the police. It is also to foster officer
15 trust in the integrity and fairness of the
16 complaint investigations and the disciplinary
17 process, and I think that is very important, to
18 make sure that officers understand and recognize
19 that the police management and management of the
20 law enforcement agency is being done in a fair
21 and objective manner.

22 And then I think last, to provide a
23 forum for public concerns and comments regarding
24 the law enforcement agency, and to bring some
25 transparency and outside scrutiny to an agency

1 that is often viewed as very insular.

2 There is no question that oversight
3 agencies or law enforcement face great
4 challenges. It is difficult for them to be
5 effective in reviewing and prompting change in a
6 law enforcement agency, when those agencies are
7 traditionally insular, suspicious of outsiders,
8 jealous of their own authority to manage and
9 discipline their members, where those members do
10 have legitimate procedural rights and
11 protections.

12 So the oversight entity has to
13 maintain, I think, credibility with groups in the
14 community that have very different and sometimes
15 opposite views of the police. Certainly, you've
16 got the advocate community groups that have one
17 view of the police and you have labor unions and
18 others in the community that have very different
19 views, but the oversight entity has to develop a
20 way to maintain their credibility and retain the
21 support, of course, of the agency that appoints
22 them.

23 I'm going to go through, very
24 quickly, a couple of key factors that are
25 critical if you are going to put in place a

1 police oversight agency.

2 One, is ensuring sufficient
3 authority for that agency, either through
4 legislation, in this case, or in a city or
5 county, it's usually an ordinance, and sufficient
6 resources and capacity to carry out that
7 authority; establishing the agency's credibility
8 and impartiality; managing the expectations of
9 the agency of the various stakeholders; and then
10 conducting outreach to the public.

11 Let me very quickly turn to the
12 different models of oversight and then leave it
13 to questions.

14 Around the country, there certainly
15 are a variety of models of police oversight, but
16 I want to start with noting that almost all of
17 these entities are established in city or county
18 Governments. There are very few -- as far as I
19 know, there are no civilian review boards, for
20 example, of State Police or state highway patrol
21 agencies. Certainly, some states do have
22 inspector generals, many states have state
23 auditors. For the most part, I think, however,
24 that these entities tend to investigate and audit
25 financial allegations, financial misconduct,

1 waste, fraud and abuse.

2 So I'm going to start with what
3 models have been applied to local police agencies
4 and then talk a little bit about those few
5 examples I know of monitoring State Police
6 agencies. Because there have been a couple of
7 monitors for State Police agencies.

8 The first type, and I think probably
9 the one that is most familiar and most widespread
10 and has the longest experience, is civilian
11 review boards or commissions. And generally, you
12 know, their members work on a voluntary basis,
13 their findings and recommendations are advisory.
14 Again, most of these boards focus their efforts
15 on reviewing citizen complaint investigations.
16 Sometimes they act as an appellate review of a
17 police chief's determination on a complaint.

18 I think I'm not going to get into a
19 lot of detail on those, because my sense is that
20 is not a model that this Committee is going to be
21 focusing on, but certainly, there is a lot of
22 information out there about citizen review boards
23 and kind of their pros and cons and some of the
24 difficulties that they have.

25 A second --

1 Mr. Johnson: You know, we
2 haven't resolved anything on that score, but if
3 there are additional questions about it, the
4 Committee members, you'll find this group is not
5 shy, they will ask you questions about it.

6 MR. JEROME: Okay.

7 So a second variant of the civilian
8 review board is where the board or the Commission
9 has a professional staff and itself undertakes
10 investigations of citizen complaints. So
11 examples of those include the Citizen Complaint
12 Authority in Cincinnati, the CCRB in New York
13 City, and the Office of Police Complaints in
14 Washington, D. C. Again, that is kind of a mix
15 of the civilian review board, but a professional
16 staff.

17 A more recent development in police
18 oversight is the creation of a professional
19 office, where the entity created is responsible
20 for assessing and evaluating the work of the
21 police department's Internal Affairs Bureau, and
22 also responsible for reviewing the department's
23 policies, practices and training. And these
24 entities are generally called either a monitor,
25 an auditor, in Boise, they call the person an

1 ombudsman, or an inspector general. In the Los
2 Angeles Police Department, the police commission
3 has a police inspector general. So some examples
4 include the San Jose Independent Police Auditor,
5 Tucson's Independent Police Auditor, Portland,
6 Oregon's Office of Independent Police Review, and
7 the Denver Office of Independent Monitors.

8 Again, for the most part, the
9 authority and responsibilities of these agencies
10 are set out by a city ordinance, although there
11 are two examples in Los Angeles County where they
12 are actually set up by contract, and that is the
13 special counsel for the Los Angeles sheriff's
14 department, and also the Office of Independent
15 Review, which looks at the sheriff department's
16 internal investigations, as well as citizen
17 complaints.

18 I will note that most of the
19 monitors and auditors report to the city manager
20 or the mayor or the city council, rather than to
21 the police chief, and I think that is an issue
22 that I think this Committee will want to address.
23 If you're going to set up an independent police
24 oversight, to whom does that agency or individual
25 report to? And I would recommend that it be

1 someone outside of the police department. That
2 doesn't necessarily mean it has to be outside the
3 Office of the Attorney General, but there are a
4 number of cities and counties that have created
5 independent monitors -- well, monitors and
6 auditors that are actually within the police
7 department, and they tend to be not quite as
8 effective, and certainly not as independent.

9 A principal strength of the auditor
10 or monitor model is the ability to address
11 systemic issues and to really seek accountability
12 within the police department for eliminating
13 problems and abuse. So, again, it's not just a
14 focus on individual citizen complaints, but a
15 review of the larger systemic questions, and also
16 an effort by that monitor to work with the police
17 department to address improvements in the
18 internal affairs investigations, for example.

19 Some of them do have the ability to
20 require -- actually, many have the ability to
21 require the police department to conduct
22 additional investigations for specific cases if
23 they determine that the initial investigation is
24 insufficient. Some monitors can also conduct
25 independent investigations if they find that the

1 departmental investigation is insufficient. And
2 I would say as well, in terms of what you're
3 looking for in a police oversight entity, that
4 the most effective models have been ones that
5 have the authority to review not just citizen
6 complaints, but also internal investigations, so
7 investigations of serious uses of force, whether
8 it's officer involved shootings or other kinds of
9 allegations of force.

10 The other question, in terms of what
11 should this entity do and how should they do it,
12 is should they look at only closed cases or
13 ongoing cases, and that is a challenge, I think,
14 for a number of the jurisdictions to figure out
15 how to deal with that if they are going to
16 implement an auditor or monitor system where the
17 monitor or auditor can be involved and oversee
18 how that investigation is proceeding while it is
19 still going on. And that, again, I think, has
20 been a very positive and effective authority and
21 amount of leverage that the auditor has that has
22 enabled those monitors to really work with the
23 police department on improving the police
24 department's own investigation.

25 Last, just in terms of models, there

Hearing - 11/13/06

1 are some hybrids, and one example is Albuquerque,
2 New Mexico, which has both an independent review
3 office, which is like a monitor or auditor, and
4 that office makes the decision of who does the
5 investigation of citizen complaints, whether
6 their office, which does have professional
7 investigators, will do the investigation or they
8 can send it back to the police department to
9 investigate. And then each agency reviews the
10 other's investigations before it then goes to the
11 chief. And then they also have in Albuquerque, a
12 Police Oversight Commission, so that if a citizen
13 is dissatisfied with the disposition or results
14 or findings of the police chief, they can then
15 take that to the Police Oversight Commission.

16 I'm not going to go into detail
17 again on all of the ramifications of these
18 different models, but you will be hearing, I
19 think, from Sam Walker, a professor from the
20 University of Nebraska who has laid out some core
21 principles for independent oversight, and just
22 listing them, independence; defined scope;
23 adequate resources; unfettered access; sanctions
24 for failure to cooperate with the agency or with
25 the entity; public reports, this, again, is a

1 little bit of some of the questions that I think
2 were raised; and community involvement.

3 I mentioned before that I don't know
4 of any State Police agencies that have civilian
5 review boards, but there have been a couple of
6 examples of inspector generals or auditors who
7 have raised issues of misconduct in either State
8 Police agencies or other types of agencies. And
9 when we go through those, the most recent example
10 is that of the Pennsylvania Office of Inspector
11 General, which in 2003 conducted an extensive
12 investigation of sexual misconduct by State
13 Police officers, sexual harassment in the agency,
14 and the agency's complaint process. And after
15 issuing its results, after the IG issued its
16 report, the Governor of Pennsylvania brought in a
17 firm, Kroll Associates, as a monitor on a
18 two-year basis to assess whether the State IG's
19 recommendations were being implemented. And,
20 actually, just on that, to note interestingly
21 enough, Kroll was also brought in by the Governor
22 in Tennessee to review allegations of political
23 influence in Tennessee Highway Patrol's hiring,
24 assignment and promotional practices.

25 Another IG that I think is an

1 interesting example, although it's not of the
2 State Police, is in California. The California
3 Office of Inspector General is the state agency
4 charged with independent oversight of
5 California's correctional system. And in 2004,
6 they added a Bureau of Independent Review to
7 ensure the integrity of internal affairs
8 investigations of allegations of serious
9 misconduct in California prisons. So it is kind
10 of an analogy of an agency that does the same
11 kind of reviews of misconduct investigations, but
12 in a correctional circumstance, and that, too,
13 was generated by high profile incidents and court
14 mandate.

15 Interesting, just bringing in an
16 outside entity to audit and monitor, as opposed
17 to setting up a state agency, that has happened
18 at times as well, as a way of assessing progress
19 in the oversight system. And I can tell you, in
20 Albuquerque, New Mexico, the city instituted a
21 new system of police oversight and incorporated
22 into that ordinance, a requirement that after two
23 years they would bring in a contractor to review
24 whether the new system was working well, and make
25 recommendations. And, actually, I was the

1 consultant, along with the Police Assessment
2 Resource Center, that came in and did a review of
3 their implementation of the new oversight system
4 and made recommendations. Many of those
5 recommendations were made, and actually they then
6 brought in, two years later, another outside
7 consultant to review.

8 I think that gives you the basic
9 framework for outside oversight and external
10 oversight. Let me now move to the question of,
11 kind of, how do you internalize accountability
12 and institutionalize some of these reforms within
13 a police department or a State Police agency.

14 There's no question that all law
15 enforcement agencies, including the New Jersey
16 State Police, must have a credible Internal
17 Affairs Unit - in this case, I guess it would be
18 the Office of Professional Standards - that
19 conducts thorough and fair investigations of
20 police misconduct allegations. And these
21 investigations should include both citizen
22 complaints and internal investigations that come
23 to the police department, often times brought by
24 supervisors or an officer's colleagues.

25 In addition, though, to an Internal

1 Affairs Unit, a law enforcement agency of the
2 size of the New Jersey State Police should have a
3 unit responsible for inspections and audits. And
4 I think this was what the captain was talking
5 about a little bit before, the Quality Assurance
6 Bureau. But here, I'm also talking about audits
7 and inspections that go beyond the kind of role
8 call and staff inspections of officer's weapons
9 and uniforms and assessing whether police cars
10 are properly equipped. I'm going to go through,
11 very quickly, the goals of an Inspections Unit,
12 and then talk a little bit about some examples of
13 what they might be looking for and how they might
14 be set up.

15 One, is that policies and procedures
16 of the department are adhered to; that police
17 orders, general orders and instructions, are
18 effectively carried out.

19 The Inspections Unit should also be
20 looking at information concerning the quality of
21 services that are delivered to the community, and
22 its effectiveness. So that may include public
23 surveys or other ways of looking at the quality
24 of services.

25 Ensuring that the resources for the

1 agency are adequate for achieving the
2 department's objectives, and that those resources
3 are utilized properly.

4 And then any specific needs or
5 requirements for change are identified. And the
6 police management, whether it's the police chief
7 or superintendent, are informed of problems on a
8 routine basis.

9 There's no question that this kind
10 of Inspections Unit must have access to all
11 records, facilities, property and equipment of
12 the agency. It also has to have the full backing
13 of the leadership of the agency, and it has to be
14 able to report to the chief or superintendent.

15 And stepping back, I think probably
16 in all of these questions and issues, the most
17 important thing I found in whether any of these
18 efforts are going to be successful, again, comes
19 from the leadership of the agency.

20 Ideally, audits of this sort are
21 going to be conducted by the Inspections Unit on
22 a regular basis, and with protocols and
23 checklists consistent with the GAO standards for
24 audits, and that's known as the yellow book. And
25 this is an audit standard that I will say to date

1 has not been brought into most police agencies.
2 There are a lot of agencies that do have
3 Inspections Units, and do do audits, but not that
4 many that actually implement audits at that level
5 of specificity.

6 I believe that the California POST,
7 Peace Officer Standards and Training, has
8 developed some standards for audits in California
9 agencies that are consistent with the GAO's
10 yellow book.

11 But let me just give you some
12 examples of the kinds of systems that ought to be
13 subject to audits and the kinds of things you
14 want to look out for that have been found in
15 other agencies. Certainly, police overtime
16 issues; the review of sick, injured and light
17 duty officers; off duty employment; the property
18 room systems, unfortunately, too many police
19 agencies have identified significant misconduct
20 and concerns; crime statistics, and, you know, is
21 the agency both collecting and reporting crime
22 statistics correctly, or, you know, there have
23 been situations where certain types of crimes,
24 when they are categorized, tend to be kind of
25 downplayed so the statistics suggest a lower

Hearing - 11/13/06

1 level or rate of crime for serious part one
2 crimes than might, in fact, be the case; crime
3 labs and forensic work, there have been a number
4 of jurisdictions around the country where there
5 have been problems in that kind of area.

6 So, again, the purpose of the
7 Inspections Unit is much more, kind of,
8 organizational problem solving and improvement,
9 as opposed to the specific investigations of
10 individual officers that the Internal Affairs
11 Unit addresses.

12 I think with that I'm going to
13 close. And I want to thank you again, and I'm
14 happy to answer any questions.

15 Mr. Johnson: Thank you,
16 Mr. Jerome.

17 We'll start with Ms. Brown. And on
18 this round, we'll go about five minutes per
19 questioner.

20 MR. JEROME: I'll give short
21 answers.

22 Mr. Johnson: Excuse me?

23 MR. JEROME: I'll give short
24 answers.

25 Mr. Johnson: We don't want you

1 to cut us short.

2 Ms. Brown: Thank you very
3 much, Mr. Chair.

4 And thank you so much for your
5 testimony, Mr. Jerome. It was very helpful to
6 me.

7 You actually gave me some language
8 I think that helps to understand the difference
9 between the statistics that we read having to do
10 with compliance over these five years, and the
11 perception, generally, that not much has changed.
12 Maybe that has something to do with the subtlety
13 of the traffic stop interaction and what is said
14 and how it's said and that kind of thing, except
15 in that one pursuit later on.

16 What I would like to ask you, if you
17 could tell us a little bit more, you've used
18 audit and monitor almost interchangeably as you
19 were making your presentation, or at least as
20 I've heard it, can you talk a little bit about
21 the differences and whether or not there's a
22 point that the right components are in place to
23 change from monitoring, which I tend to hear it
24 as more realtime and hands on, to auditing, which
25 is maybe after the fact? I didn't mean to ask it

1 and answer it.

2 MR. JEROME: No, no, that's fine.

3 To some extent, there doesn't
4 necessarily have to be a difference between the
5 two. Monitors, certainly with respect to the
6 pattern or practice investigations and
7 settlements that have been put in place by the
8 police department -- sorry -- by the Justice
9 Department, these are monitors of an agreement or
10 a consent decree, and so all of us are
11 essentially called monitors, because that's the
12 term that is used in these agreements.

13 Although, actually, now that I think
14 about it, in Stubbenville they may have called
15 the monitor an auditor, but it essentially was
16 the same effort.

17 Again, in terms of an entity set up
18 by the jurisdiction voluntarily, the name really
19 is one that is decided on by that jurisdiction.
20 There are some jurisdictions that call it the
21 Office of Independent Monitor, some that call it
22 the police auditors, Office of Police Auditor,
23 but what matters is what the authority and
24 responsibilities are of that office. And there
25 are auditing offices that do have that ability to

1 monitor and review ongoing cases. And there are
2 monitors who are limited to reviewing closed
3 cases. So I don't think it depends on what you
4 call the office, but it does very much depend on
5 how you set out those authorities and
6 responsibilities in the legislation or executive
7 order that establishes the office.

8 And my recommendation, again, is to
9 have the ability to do reviews and be involved
10 from the start to finish. That is not always
11 easy, and it does involve some protocols and
12 interactions and relationships between the
13 oversight entity and the law enforcement entity,
14 you know, the chief and the monitor or auditor.
15 But so far, in most places, that has worked out
16 pretty effectively.

17 Ms. Brown: Thank you.

18 One other question. You talked
19 about, which I hadn't heard in other testimony,
20 sanctions for failure to cooperate during the
21 monitoring process.

22 MR. JEROME: Well, I think that
23 often becomes a problem, for example, where
24 civilian review boards are reviewing or doing an
25 appellate assessment of a citizen complaint. And

1 in a number of police departments, and in a
2 number of jurisdictions, because the civilian
3 review board is an advisory body, as opposed to
4 being part of the governmental structure of the
5 complaint, an officer, you know, when the citizen
6 review board wants to ask the officer to come
7 talk about the incident, there are a number of
8 jurisdictions where officers will not appear.
9 However, in many jurisdictions, the oversight
10 entity is incorporated into the governmental
11 process and it's a requirement either under the
12 ordinance or the law enforcement agency's general
13 orders that cooperation and appearance in
14 answering questions in an administrative
15 investigation is required for officers. So
16 that's one thing.

17 You know, can you set up a system
18 where there is a sanction if the superintendent
19 decides that a particular recommendation by the
20 police monitor or auditor doesn't make sense; you
21 know, that's, I think, a more difficult question.
22 But I think one of the things you do want to look
23 at, in terms of an assessment of the measures of
24 effectiveness, in addition to looking at
25 individual complaints and public reports, you

Hearing - 11/13/06

1 want to look at, you know, has the monitor office
2 or auditor office made recommendations on
3 policies and practices and training, and then
4 what was the ultimate outcome of those
5 recommendations.

6 Ms. Brown: Thank you very
7 much.

8 Mr. Johnson: Thank you.

9 Ms. Carroll.

10 Ms. Carroll: Good
11 afternoon.

12 Mr. Jerome, in your oversight
13 models, you had mentioned the civilian board and
14 some other possibilities. One of the things that
15 had come up was the possibility of an institute
16 of higher learning to be part of that oversight.
17 Would you recommend that that be a good idea to
18 do or you wouldn't consider that?

19 MR. JEROME: I do know, for example,
20 in Albany -- I believe Albany Law School is the,
21 kind of, location of the staff for the civilian
22 review board there. That's one that I'm aware
23 of, there may be others.

24 I certainly think that any entity
25 that you establish for police oversight needs to

1 have a capability for research and analysis.
2 And, you know, whether that entity is housed at
3 an academic institution or a research
4 organization, you know, whether it's something
5 like RAND or another place, they either have to
6 have that capability inhouse or they have to be
7 able to look to that kind of ability and capacity
8 in doing their research and analysis. I do know
9 that a lot of jurisdictions, when they have
10 engaged in studies of traffic stops and racial
11 profiling, bring in an academic partner to do
12 that, and I think that can be very helpful.

13 Ms. Carroll: One other
14 question. In regards to who the independent
15 auditor and/or monitor reports to, if I heard you
16 correctly, did you say that you didn't think it
17 was a good idea for them to report to the police
18 in general, whether it be a superintendent or the
19 chief?

20 MR. JEROME: Well, when I say report
21 to, I mean be under their supervision and for the
22 State Police to have control, for example, of
23 their budget, etcetera.

24 When they do public reports and when
25 they report on recommendations, there's no

Hearing - 11/13/06

1 question, their reports should be going to the
2 State Police executive, but my recommendation
3 would be that, in terms of kind of a hierarchy of
4 supervision and oversight and accountability,
5 that they should report to someone other than the
6 police department, just to give them, I think,
7 also, at the very least, more perception of
8 independence.

9 Ms. Carroll: Thank you.

10 Mr. Johnson: Mr. Donovan.

11 Mr. Donovan: Thank you for
12 your testimony, Mr. Jerome. Just a couple of
13 questions on the Cincinnati monitorship.

14 MR. JEROME: Yes.

15 Mr. Donovan: You're in the
16 fourth year of your monitorship?

17 MR. JEROME: Fifth year now.

18 Mr. Donovan: Fifth year.

19 What are the obstacles that you are
20 experiencing in Cincinnati that we might be able
21 to understand in comparison with the State
22 Police's problems?

23 MR. JEROME: I'll say there are two
24 things. To start with, we have these two
25 settlements that, to some extent, may be melded a

1 little bit in New Jersey, but I think are very
2 different than most other situations, where you
3 have a Justice Department Agreement.

4 The Justice Department Agreement
5 focuses on policies and procedures and
6 accountability systems. So we're talking about
7 use of force policies, use of force reporting,
8 investigations, risk management, to some extent
9 training, and citizen complaints.

10 And you can -- in many of these
11 situations, you can end up with a much more
12 professional and better run and more accountable
13 agency, but still have to deal with some of those
14 issues of distrust and police community relations
15 that are not necessarily addressed with those
16 kind of procedural issues.

17 The Collaborative Agreement really
18 calls for changes in the way the police
19 department and police officers do their jobs on a
20 day-to-day basis in their daily encounters. It
21 is essentially a shift to problem-oriented
22 policing, from what is kind of the traditional
23 standard model of policing, which is essentially,
24 you know, random patrols and responses to calls
25 for service. It's difficult to implement these

1 kinds of changes in police strategy.

2 A second thing is, it also calls for
3 community engagement and partnership with the
4 community, which, again, can be -- you know, in a
5 hierarchical, top down organization, it may be
6 easier to say, all right, we're going to change
7 to this policy, and this is how we're going to do
8 it. And when the chief says, this is how we're
9 going to do it, you know, that can be the way it
10 gets done. Now, that's not always true. There
11 are agencies that have all sorts of dysfunctions,
12 so it doesn't go from the top to the bottom, but
13 Cincinnati is fairly hierarchical, and I will
14 tell you, they're very good at implementing new
15 procedures.

16 So one of the challenges there has
17 been dealing with issues -- in addition to the
18 system's approaches to accountability, dealing
19 with the issues of police community relations and
20 engaging with the community and changing the
21 problem-oriented policing.

22 In New Jersey, of course, you know,
23 that gets brought in in these issues of racial
24 profiling.

25 I will say, a second challenge that

1 I think we have addressed, and, you know, always
2 have to deal with, again, the effectiveness of
3 change and the efforts at changing a police
4 organization, again, comes from leadership. The
5 monitor and the city and the police leadership
6 have had ups and downs.

7 There was a year where we had a
8 breach of compliance that went before the court,
9 and the court, in fact, found a breach. And that
10 made a significant difference then in our ability
11 to continue working with the department and
12 implementing these efforts.

13 I will tell you that on the Justice
14 Department Agreement, they really have come a
15 long way in substantial compliance to most of the
16 matters in the agreement.

17 Mr. Donovan: Would you
18 think it would be appropriate to, eventually when
19 they get to the point where they're able to move
20 forward and be out of the consent decree, would
21 you consider it appropriate to letting them unto
22 themselves?

23 MR. JEROME: Well, first off, in the
24 Justice Department, it is not under a federal
25 court, it's an out of court settlement, and that

1 will come to termination in April of next year.
2 And already what we have done is, we have gone
3 through those provisions to assess -- because of
4 an agreement between the Justice Department and
5 the city, they agreed that those provisions that
6 have been in compliance for over two years would
7 then be terminated. And they asked the monitor
8 to undertake that review, which we've done, so
9 that agreement will end in April.

10 The Collaborative Agreement ends in
11 August of 2007, and it is still kind of an open
12 question, what happens then, but I think what we
13 are focusing on is getting the parties and the
14 city to institutionalize some of those reforms.
15 Regardless of whether or not a monitor continues
16 or the agreement is extended, we want to
17 implement and institutionalize those reforms
18 within the city institution.

19 Mr. Johnson: Reverend Floyd.

20 Rev. Floyd: Good afternoon,
21 Mr. Jerome.

22 MR. JEROME: Good afternoon.

23 Rev. Floyd: Your
24 presentation has been most informative, but I
25 have to admit that I'm a little disturbed, not by

1 your presentation, but that every single question
2 that I wanted to ask has been covered; they beat
3 me to the punch.

4 I want to ask a couple of questions
5 about comparing Cincinnati with New Jersey.
6 Based on your review of what's going on in New
7 Jersey, who would you say has made the biggest
8 progress, made the most progress, Cincinnati or
9 New Jersey, with the State Police?

10 MR. JEROME: You know, I would have
11 to say that's kind of a hard question for me.
12 While I have tried to keep up with the monitor's
13 reports in New Jersey, and I think there are 14
14 of them, and I've read some of them, maybe even a
15 majority of them, I don't think I've gone through
16 all 14, but I will say that in looking at the
17 most recent reports, they do note substantial
18 compliance with pretty much all of the
19 provisions, and that I think is commendable and a
20 remarkable achievement for the state.

21 And, again, a lot of the measures
22 that have been implemented, for example, like the
23 MAPPS system, the risk management, that is a
24 tremendous tool to be used by management, by the
25 State Police and the Office of the Attorney

1 General, in managing their offices. And in
2 Cincinnati, there's a similar implementation of a
3 risk management system.

4 The challenge, of course, in putting
5 those in place is, you know, you can put all of
6 the data in, and you may even get the right data
7 out that gives you an assessment of, you know,
8 here are the officers that may be outliers
9 compared to their peers, but the question is
10 then, what do you do with that information? It's
11 always a challenge to make sure that the
12 department is looking at that to say, you know,
13 is there a pattern here that requires some kind
14 of intervention or do we just say, you know,
15 there are all sorts of justifications and
16 rationales?

17 But going back to your question, I
18 think both cities have done very well in many of
19 the issues of implementing better supervision,
20 better citizen complaint systems, risk
21 management, training, and use of force policies.
22 I think there are different issues that both
23 jurisdictions have to face, in terms of the kind of
24 police strategy and interaction with the
25 community.

1 Rev. Floyd: Thank you for
2 that answer.

3 If you were sitting in our place
4 right now, based on what you have read so far,
5 would you say that the consent decree should be
6 lifted?

7 MR. JEROME: My sense is that --
8 and, again, this is, you know, based on kind of
9 what I do know, and not an extensive review of
10 the situation. I think it's important now to
11 take the progress that has been made and
12 incorporate that into the existing State Police
13 infrastructure, the Office of Attorney General
14 infrastructure, and then in some ways kind of a
15 voluntary monitor or auditor. So my sense is not
16 that these reforms and progress should be kind of
17 halted and say, well, we're done, you know, we
18 finished the consent decree, we've complied, and
19 so, you know, that's it. You're still taking
20 those reforms and those measures and moving them
21 forward, but I think my sense is that it would
22 probably be better for the state if that can
23 continue to be done at the behest of the state
24 and the communities in the state.

25 Rev. Floyd: So is your

1 professional opinion a yes or a no?

2 MR. JEROME: I think probably yes,
3 but, again, you know, this is an issue that the
4 state has to address and look at, based also on
5 the input from members of the community and their
6 views, and I suppose what the court determines.

7 Rev. Floyd: Thank you.

8 Mr. Johnson: Thank you.

9 Mr. Harris.

10 Mr. Harris: Thank you very
11 much for your testimony. A number of the
12 questions that I wanted to raise also have been
13 answered.

14 Mr. Johnson: We've all been
15 spending too much time together.

16 Mr. Harris: Yes.

17 The question of the internal
18 auditing within the State Police, I just want to
19 be clear that I heard you indicate that you
20 thought that it was important that that internal
21 unit that is collecting the information,
22 reviewing, and making policies and
23 recommendations, report directly to the
24 superintendent?

25 MR. JEROME: I think that they need

1 to have some kind of -- certainly, they have to
2 have the backing of the leadership of the
3 superintendent. Now, whether it goes through --
4 you know, most agencies that I'm aware of that
5 have kind of an Internal Affairs Unit and an
6 Inspections Unit, generally put them under a
7 mantle of Office of Professional Standards or
8 some other kind of larger group that covers both,
9 and then that commander then reports to the chief
10 or the superintendent.

11 I'm not saying that there needs to
12 be a direct reporting from the commander of the
13 Audit Unit directly to the state superintendent.

14 Mr. Harris: In the model,
15 where there's an inspector general, you indicated
16 that the IG model did not necessarily -- cannot
17 be full blown, just the records for State Police
18 operations would be generally described.

19 Are you saying that Pennsylvania and
20 Tennessee represent the most advanced models that
21 we should look at or are there other states?

22 MR. JEROME: No. Interestingly, in
23 Pennsylvania, the IG did this investigation of
24 the State Police because of fairly high profile
25 incidents and allegations of sexual misconduct of

1 an individual State Police officer who ended up
2 getting convicted, but in looking at that issue,
3 they noted a larger problem or concern.

4 So the IG, while it had the
5 authority to review State Police, engaged in this
6 investigation of a specific problem. And I
7 wouldn't say that the Pennsylvania IG -- in an
8 ongoing matter, and, you know, certainly not
9 before 2003 -- I don't think they had the kind of
10 ongoing monitoring and assessment of police
11 oversight.

12 In Tennessee as well, it wasn't the
13 state IG's Office. The Governor, again because
14 of some fairly high profile allegations, brought
15 in and asked a private firm, Kroll Associates, to
16 kind of monitor and do an assessment of their
17 hiring and assignments and promotions. So, again,
18 there too, in Tennessee, they didn't implement an
19 IG system that had a specific role in police
20 oversight.

21 I think the closest is the analogy
22 to the California IG, which does that kind of
23 work, but specifically for the correctional
24 department, as opposed to the State Police and
25 highway patrol.

1 Mr. Harris: In your
2 testimony, you talk about the importance of
3 looking at the positive communication interaction
4 or the lack thereof in really getting to the
5 notion about whether or not the public and the
6 police are kind of in line.

7 Can you point us to a tool or
8 instrument that other police departments are
9 using? And I think you spoke about this in terms
10 of our charge at the local level, as well as the
11 statewide concern. Is there a tool out there
12 that you think is going to be particularly
13 helpful that we could give to people right now
14 that they might use to help move this forward?

15 MR. JEROME: I will certainly give
16 you some examples of training and work that's
17 being done in a couple of agencies. For example,
18 the City of Chicago and the Chicago Police
19 Department has developed training for its
20 recruits on issues of police bias and stereotypes
21 that I think have been very impressive. They
22 have all sorts of interesting kind of role play
23 scenarios that kind of identify and bring out the
24 fact that we all have our own stereotypes. I
25 recall one of them -- you know, and they put the

1 cadets, the academy recruits, in various groups,
2 and they are given an assignment. One was a
3 woman with a gun on such and such a corner.
4 Well, on that corner there was a woman with a
5 business suit, reading a newspaper, sitting on
6 the park bench, and, in fact, she did have a gun
7 in her purse, but that just wasn't what these
8 recruits were thinking when they were looking for
9 a woman with a gun, and so they ended up doing a
10 whole bunch of other things at that corner, but
11 many of them never actually encountered and
12 questioned this woman.

13 Another was a scenario where they
14 got a call, gang-bangers on the corner. And, in
15 fact, that was, you know, a call-in from, you
16 know, most likely, the woman up on the third
17 floor of the apartment looking down. In fact,
18 the way they had set up the scenario, this was a
19 group of college students that were heading down
20 to New Orleans to do community service with
21 Katrina, but as it turns out, quite a number of
22 them ended up being arrested for all sorts of
23 violations that they didn't, in fact, commit.

24 You know, so that's just one example
25 of a way of addressing those things.

1 Another, the Wisenthal Center out in
2 Los Angeles has a program called Tools for
3 Tolerance that, again, addresses bias policing
4 and training on these issues that have been very
5 effective. In Washington, D. C., the Holocaust
6 Museum does similar type of work with the NPD,
7 but the Wisenthal Center actually does this
8 around the country and with quite a few
9 California agencies.

10 You know, those are some examples.
11 There are others, I think, that you can find.

12 Mr. Harris: Thank you.

13 Mr. Johnson: Thank you. We're
14 going to go next to Mr. Huertas, and the one
15 thing that I would remind the rest of the
16 questioners, is that your questions stand between
17 us and lunch.

18 Mr. Huertas: I have about
19 30 seconds, I guess.

20 Thank you very much for your
21 testimony, sir. I found it extremely
22 informative. I also found it troubling in the
23 fact that I think you are pretty well saying a
24 lot of the things that maybe our community feels --
25 that there's a large distrust in the minority

1 community of law enforcement throughout the
2 country.

3 I just wanted some clarification,
4 because you're on the fifth year of the agreement
5 with Cincinnati, yet there was a major breach
6 that required court intervention; am I correct?

7 MR. JEROME: Yes.

8 Mr. Huertas: Can you tell
9 me where the breaches occurred?

10 MR. JEROME: It's public, so I can.
11 The plaintiffs in the case brought a motion for
12 breach, and then also, interestingly, in addition
13 to being the monitors, we are special masters to
14 the court, and so we issued the special masters
15 report on these issues. They involved the fact
16 that the police department decided that they were
17 not going to allow the plaintiffs to go on
18 ride-alongs anymore. They did not allow the
19 Justice Department to attend and review their
20 early warning system, their risk management
21 system, and there was a situation where one of
22 our monitor teams was supposed to go on
23 ride-alongs and meet with commanders in a number
24 of the districts, and was not allowed to do so,
25 and, in fact, was kicked out of the police

1 headquarters. So that was something that we were
2 not simply wanting to allow.

3 Mr. Huertas: But yet, the
4 city is still looking forward to coming out of
5 this agreement, even though they've had a serious
6 breach of that nature?

7 MR. JEROME: Yes, yes. Because
8 interestingly enough, I mean, one of the results
9 was that -- in addition to a federal judge, we have
10 a federal magistrate who acts as the conciliator
11 for any issues where there are potential
12 breaches, and the court, at the party's request --
13 because basically when this breach motion was put
14 forward, we sat down and the plaintiffs sat down
15 with the city to figure out how to resolve
16 this, rather than taking it necessarily to the
17 court -- and we essentially asked the conciliator
18 to come in and help work through and facilitate
19 some dialogue on a number of these issues, and we
20 made significant progress in moving beyond these
21 issues.

22 Mr. Huertas: I just have
23 two more short questions.

24 One, has the City of Cincinnati done
25 a survey in order to gauge whether or not the

1 relationship between the community and the police
2 department itself could become more positive?

3 MR. JEROME: Absolutely. That is
4 part of the evaluation protocol, which is what
5 RAND does as a part of the collaborative. They
6 do a series of surveys: a general survey of
7 the public; a survey of officers; a survey of
8 officers and complainants involved in the citizen
9 complaint process. And what they've done in a
10 review of the general public survey, there's no
11 question that police in Cincinnati are viewed
12 very positively by the general public. And for
13 the most part as well, viewed positively by the
14 African-American community. But the level of
15 satisfaction and the level of trust is
16 significantly different. There is a gap in those
17 perceptions.

18 Mr. Huertas: Sir, the last
19 question I had is, you heard of figures that were
20 discussed here in the testimony earlier to the
21 effect of a lot of incidents where no one was
22 actually being found guilty of racial profiling.
23 Has anyone in Cincinnati been found guilty of
24 racial profiling?

25 MR. JEROME: I would have to go back

1 and look at that. I will tell you we have -- we
2 review a sample of investigations and complaints,
3 and we have reviewed a number of those where
4 there either was a finding of not sustained,
5 which is essentially that you've got two
6 different versions of events and there is not
7 sufficient evidence to find a complaint sustained
8 or to unfound it or exonerate it or situations
9 where they're exonerated or unfounded. And there
10 have been situations where the officer's actions,
11 in terms of kind of their behavior and what they
12 did, did not rise to a level of racial profiling,
13 but there's no question there was part of that
14 interaction that went awry, in terms of how the
15 officer and the citizen kind of interacted. And
16 there are other situations, too, where, although
17 they did not find a complaint of racial profiling
18 sustained, they did sustain on a procedural
19 violation -- they didn't, you know, turn on the MVR
20 or there were other things like that.

21 So I do think it is important when
22 you look at those kinds of questions. One is,
23 these are allegations when you're looking at a
24 specific individual officer and one incident, one
25 stop. It's hard to assess. If that officer, for

1 example, has probable cause for that stop, it's
2 very difficult to say there was racial -- you
3 know, that behind that legal justification, it
4 was a pretextual stop based on race.

5 So that's why I do think it is
6 important to look at the larger picture and look
7 not just at that officer's stops, but look at
8 kind of what happens in the agency. And, again,
9 much of it may be issues related to a kind of
10 training or particular police policy, as opposed
11 to specific individual motivation. So I think
12 there are two things.

13 I will say one thing, though, that I
14 didn't note in the RAND report, one of the things
15 they did do, in addition to looking at the
16 statistics for all stops and doing an assessment
17 of those, they looked at officers who had more
18 than 100 stops in a year and compared them to
19 other officers in similarly-matched situations.
20 So same district, same shifts, similar
21 jurisdiction and areas, and they did identify
22 that there were some officers who were outliers,
23 in terms of the number of stops of
24 African-Americans that they made compared to
25 their peers.

1 Now, again, this is a research
2 effort where those -- you know, they couldn't
3 identify the names of those specific officers, so
4 that is something now that the agency has to
5 undertake, but that's another way of looking at
6 this.

7 And interestingly enough, there were
8 other officers who stopped a disproportionate
9 number of white motorists.

10 Mr. Huertas: Thank you
11 very much, sir.

12 Mr. Johnson: Reverend Justice.

13 Rev. Justice: Yes, let me
14 thank you, Mr. Jerome. I thank you for your
15 presentation, especially around community boards,
16 etcetera. I think that was very helpful, like my
17 other colleagues have said.

18 But to follow up with regard to my
19 colleague, Reverend Floyd, we try to be extra
20 gentle in our approach in the analytical field.
21 As he was trying to get you to answer questions
22 regarding the Consent Decree, you made reference
23 to, that the one worst thing that could happen
24 would be that after the consent decree is over
25 with, to go back to business as usual. As it

1 relates to adherence and as it relates to the
2 institutionalization of reform, would you not
3 think, though, that if there was legislation
4 before the lifting of the consent decree, it
5 would give us an assurance, a good head start
6 that we won't go back to business as usual?

7 MR. JEROME: I think certainly it's
8 true that if you put in legislation, that certain
9 aspects of the reform will continue. And I noted
10 the captain stated that Superintendent Fuentes
11 recommends that the MAPPS program, the risk
12 assessment and risk management program, be
13 institutionalized and codified through
14 legislation. Yes, I think that would be very
15 helpful.

16 Mr. Weber: The reverend is
17 hungry.

18 Mr. Rambert: Thank you for
19 your presentation. My question is related to
20 Mr. Huertas' question regarding the statistic
21 that was given earlier by Captain O'Shea
22 regarding zero racial profiling, and I do
23 appreciate earlier your definition of racial
24 profiling, how it can be looked at.

25 Given your experience and

1 monitoring, given the statistic of zero racial
2 profiling, what are some of the questions we
3 should ask? But I think you may have answered
4 some of that. So based on what I'm understanding
5 from your comments is that racial profiling is
6 very, very difficult to prove.

7 MR. JEROME: It is particularly
8 difficult -- well, first, you do have to figure
9 out what your definition is of racial profiling,
10 but it is also very difficult to prove in the
11 context of an allegation for one specific stop,
12 and one officer. I think you have a better
13 chance of looking at the question of biased
14 policing if you are looking at the larger kind of
15 statistical analysis. But even that, again --
16 and, you know, a lot of these jurisdictions
17 around the country have been attempting to do
18 data collection on racial profiling. What you're
19 trying to identify, at bottom, is what is in the
20 mind of that officer when he takes that action.
21 And that is not something that you're going to
22 easily find an answer to, either in an
23 investigation of an individual stop or in the
24 larger picture of an analysis of aggregate
25 statistics. And that's why I think some of the

1 answers to these questions are ones of training,
2 ones of looking at kind of police policy and
3 strategy. Because often times, it isn't a
4 question of an officer using intentional bias,
5 but it is, well, how are we using our police
6 officers, and what are we asking them to do, and
7 they're doing the things that we're asking them
8 to do, but that still has an impact on the
9 perception of the community, and it has an impact
10 on how they're treated, even if it is not because
11 of an intentional bias.

12 Mr. Rambert: That's it.

13 Mr. Johnson: Mr. Sklar.

14 Mr. Sklar: Thank you, sir,
15 for your testimony. Just one two-part question.

16 MR. JEROME: Sure.

17 Mr. Sklar: You mentioned
18 earlier in your testimony about the need to
19 incorporate bias-free police training at all
20 levels of the agency throughout the chain of
21 command.

22 MR. JEROME: Yes.

23 Mr. Sklar: You mentioned a
24 couple of particular scenarios you like, but do
25 you have a particular recommended curriculum for

1 that, and also have you ever had a chance to
2 review New Jersey's racial profiling training,
3 both for current officers and that's used in the
4 academy?

5 MR. JEROME: I did actually look at
6 some of the material that is available on the
7 website through the Committee's website, and if I
8 remember, there is a video from someone in the
9 Attorney General's Office, there's some
10 discussion of skills assessment and there is some
11 material on the curriculum, and, yes, I thought
12 that there was some very impressive work in that
13 training.

14 I have not had a chance to observe
15 the training. I've not had a chance to see
16 see how it is implemented and whether
17 scenario-based training and adult learning
18 approaches have been applied. But to the extent
19 they have been, I think that's commendable.

20 Mr. Sklar: In your cursory
21 review of it, is that the type of training you
22 had in mind when you talked about incorporating
23 that type of training throughout the agency?

24 MR. JEROME: Yeah, I think what it
25 does is, it starts out with a very strong

1 statement, in terms of what the policy is. And
2 there's no question, that's where you have to
3 begin. I think what also needs to take place, in
4 addition to kind of the effort -- and I will say
5 I haven't seen the training here, I've seen some
6 training in other agencies that was much more
7 rudimentary, and I don't want to be -- I'll be
8 fairly candid here, you sometimes get a situation
9 where, when officers know, well, it's racial
10 profiling training, officers kind of have a
11 certain set of kind of approaches, because
12 sometimes the trainers or the folks who are doing
13 the training don't really approach it in a very
14 open way, but instead officers sometimes feel
15 like, well, you know, now I'm going to be
16 lectured to for the next two hours, and they're
17 accusing me of being racist. And I think a much
18 better approach to this whole situation is to
19 recognize and to lay out upfront that we all have
20 biases and stereotypes, and to engage in some of
21 the discussion fairly openly about what that
22 means and how do you address it, and that's not
23 an easy thing to do.

24 Mr. Sklar: Thank you.

25 Mr. Johnson: Mr Stier.

1 Mr. Stier: Thank you,
2 Mr. Chairman.

3 Mr. Jerome, I too want to thank you
4 very much for the time and effort that you've put
5 in in helping us, and I hope our dialogue
6 continues long after this session is over,
7 because what we're talking about here is one of
8 the most critical social issues that exists in
9 this country, the gulf of trust between minority
10 communities and the criminal justice system. I
11 hope that this Committee can contribute to
12 closing that gulf in New Jersey.

13 You touched on something earlier
14 that I'd like to explore for just a moment, and
15 that is the idea that by deploying police to high
16 crime areas, which in many cases are populated by
17 minority members of our society, and subjecting
18 those communities to more aggressive police
19 tactics to deal with the underlying crime
20 problem, we create the risk or we perpetuate the
21 notion that police are generally more aggressive
22 towards minorities, and indeed that may very well
23 be the case. But even if the deployment of the
24 police resources is well motivated, it may
25 perpetuate that impression.

1 Are there police agencies that
2 recognize that, and as police are deployed more
3 intensively in the high crime areas, there are
4 strategies to compensate for the negative
5 impressions that honest members of those
6 communities get, that they're treated differently
7 by the police than members of the larger society,
8 other than training? I understand how important
9 training is, but are there other strategies that
10 they've developed -- that police agencies have
11 developed to compensate for those negative
12 impressions?

13 MR. JEROME: I think the answer is
14 yes. And I would say that in two different ways.
15 One is, there are a whole set of tools that law
16 enforcement can use to address crime, and there
17 has been a fair amount, I think, of both research
18 and experience that many departments have gone
19 through showing that kind of problem solving and
20 problem-oriented policing is an effective way to
21 address crime problems, so that the answer is not
22 necessarily, all right, we go to zero tolerance
23 and we're going to make all stops and arrests for
24 everything, there are different ways. You can
25 bring in other city and state agencies and deal

1 with nuisance abatement and landlord training,
2 and you can also identify repeat offenders and
3 address them through both serious enforcement
4 with accountability and opportunities for
5 alternatives to incarceration.

6 But I think the other thing, in
7 addition to the way -- there's no question that
8 high crime neighborhoods need police services.
9 The answer is not to say, oh, well, if we go in
10 and deploy our officers, that's going to result
11 in a backlash. Those neighborhoods need those
12 services, they need police, they need crime
13 reduction. So the question is, what is the most
14 effective method for crime reduction? And also
15 in many jurisdictions, or at least a number, the
16 police department engages at the front end to go
17 into that community and say, you know, we want to
18 let you know, we are going to hang, you know, we
19 are going to do particular open air drug market
20 crackdowns in this neighborhood for these
21 reasons; or there has been particular concern
22 about gun violence and youth crime and youth gun
23 violence in this neighborhood and here are the
24 things we are going to try to do to try and
25 address that issue.

1 And I think that engagement at the
2 front end makes a big different.

3 Mr. Stier: Thank you.

4 Mr. Johnson: Mr. Weber.

5 Mr. Weber: Mr. Jerome, I
6 wanted to be very pragmatic for a moment and just
7 put something into context, and I have one
8 question for you. Based upon your testimony, it
9 seems to be pretty clear that there really isn't
10 a preexisting model that would address the
11 situation that we have here in New Jersey,
12 because most of the models that you've talked
13 about are relegated to cities or local police
14 departments.

15 So that said, and I know you were
16 here for Captain O'Shea's testimony, and with
17 O'Shea's testimony you reviewed most of the
18 monitor's reports. You've obviously had a lot of
19 experience as a deputy monitor yourself. From a
20 very pragmatic standpoint, what structure do you
21 think -- based upon that body of knowledge, what
22 structure do you think could work in the State of
23 New Jersey if the consent decree was dissolved?

24 MR. JEROME: You know, I think it
25 does make sense to have a monitoring office, you

1 know, whether you call it an auditor or a monitor
2 or an IG, that will do an assessment and review
3 some of the same things that the current monitor
4 team is doing, some of the things that the --
5 let's see if I've got this right -- the Office of
6 State Police Affairs does, and incorporate some
7 of the examples of roles and responsibilities
8 that you see in other monitoring offices, you
9 know, in Denver, for example, and Portland.

10 The question then is, all right,
11 where do we put that agency; do we create it as
12 -- do we keep it, for example, within the Office
13 of the Attorney General? I think that is one
14 possibility that you can explore and still have a
15 sense of independence from the police department,
16 but under the attorney general, which has the
17 kind of overall responsibility for both law
18 enforcement and public safety and constitutional
19 requirements within the State. Or do you create,
20 you know, a separate entity? Or do you decide --
21 and I have to say, I don't know whether there is
22 a state auditor or a state IG in New Jersey, and
23 I should have done a little bit more research
24 before I came here on google or whatever, but,
25 you know, would that be a possibility; certainly.

1 And I think those are the kinds of things that
2 the Committee should be looking into: what's the
3 best place for this office; what kinds of
4 resources should they be provided; what kinds of
5 responsibilities are they going to be given? And
6 I think it does need to have kind of the backing
7 of -- hey, you know, if it's passed by the
8 Legislature, it has a fair amount of backing in
9 the State, so I think that gives it a fair amount
10 of credence.

11 Mr. Weber: Thank you.

12 Mr. Johnson: Ms. Yang.

13 Ms. Yang: Thank you,

14 Mr. Chairman.

15 And thank you, Mr. Jerome, for
16 presenting your testimony.

17 I actually have one question for
18 you. You testified that there seems to be a
19 positive public opinion of the police in
20 Cincinnati. What do you think makes that
21 difference, as opposed to the public not having
22 confidence in other jurisdictions?

23 MR. JEROME: Oh, no, I think if you
24 look nationally, there have been surveys of law
25 enforcement nationally done by the Justice

1 Department and the Bureau of Justice Statistics
2 that shows that there is, across the board, a
3 positive impression of law enforcement. You
4 know, I'm again recalling this from memory of
5 some number of years ago, but BJA Statistics
6 showed 80 percent support and satisfaction with
7 the police department, as in a fairly general
8 question of support and satisfaction with police
9 services. But even within that national survey,
10 it showed that there were significant differences
11 between the views of African-Americans and other
12 minorities and the white respondents, and I think
13 that has been true in pretty much all of the --
14 certainly, all of the urban jurisdictions that
15 have done this kind of monitoring, and so I don't
16 think Cincinnati is any different than any place
17 else.

18 Ms. Yang: Thank you.

19 Mr. Johnson: Okay. There is
20 one question from the public, and then I have a
21 couple of questions.

22 The question from the public: do you
23 recommend that the Internal Affairs Unit have a
24 proactive function that actually goes to the
25 field to test for complaint intake compliance?

1 MR. JEROME: Well, I know that there
2 are a number of large city police departments
3 that do integrity testing. For example, New York
4 City and Los Angeles Police Department have
5 offices within Internal Affairs that do integrity
6 stings, and they can be effective, particularly
7 when you're talking about a significantly large
8 agency. It's not something that is easily done
9 when you have, you know, a small local police
10 jurisdiction.

11 So I think it's something that the
12 State Police might consider. I don't have a
13 sense of kind of what level of concern or adverse
14 behavior there is that would either justify or
15 not, you know, that something like that is needed,
16 but I do know where it has been implemented, you
17 know, where the agencies have had the kind of
18 resources to be able to devote to that, it has
19 been helpful.

20 Mr. Johnson: One quick
21 question before lunch.

22 You've testified both in your
23 written testimony and in your responses to
24 questions, that an important factor in sustaining
25 change is leadership and also sustaining a

1 cultural shift.

2 What are the things that you think
3 we ought to be looking to, to A) see that the
4 right sorts of leaders are appointed or promoted
5 in the organization; and B) the culture that is
6 taking place continues?

7 It's a short question.

8 MR. JEROME: I would say the
9 organizational change, you know, comes from both
10 the top and the bottom. It happens over time as
11 you kind of work into your academy and your
12 recruit training and your FDO Program those kinds
13 of shifts in attitude and accountability that
14 you're seeking. And it also comes from the
15 statements and policies and kind of the mission
16 statement that you see from the law enforcement
17 executives. Certainly, you want to look to see
18 what kind of mission and policies and statements
19 are coming from law enforcement executives and
20 what are they trying to present as their view of
21 the State Police.

22 In terms of what qualities are you
23 looking for in a chief executive or in your
24 police officer; those aren't easy things to
25 necessarily layout, but I do think there have

Hearing - 11/13/06

1 been some real changes, for example, just in
2 hiring and selection of officers and promotion, a
3 shift in terms of what kinds of individuals are
4 we looking for and what are the skills that we're
5 looking for in our law enforcement officers. So
6 that it is not -- this is something that, I
7 guess, Tom Fraser, who is the head of the cop's
8 office, developed as his kind of monitor, and
9 then developed a program in the cop's office.
10 You know, we want officers and are seeking people
11 who are coming to policing in the spirit of
12 service, rather than the spirit of adventure.
13 We're not looking for cowboy cops, we're looking
14 for officers who have the skills, in terms of
15 communications and citizen interaction, because
16 we're looking for community policing officers,
17 not just officers who are fixed on the
18 enforcement tools.

19 So there have been some changes and
20 some efforts by police departments, and I think
21 there is a report on hiring in the spirit of
22 service from the Justice Department on how to
23 incorporate into who you're looking for as
24 officers to bring in.

25 In terms of at the higher level, the

1 chiefs or superintendent, yeah, I think this is
2 also true in terms of what kind of character,
3 what kind of skills are you looking for in
4 someone who is going to come in as the monitor.
5 That's another question. And one thing to do
6 with the Committee may be to look at
7 the criteria or characteristics that these
8 various other agencies sought when they were
9 looking for a monitor. And some of those are
10 laid out in the position descriptions and such,
11 and I can provide some of that information.

12 Sometimes agencies or jurisdictions
13 are looking for someone with law enforcement
14 experience, sometimes they're looking for
15 attorneys, you know, someone who has a JD degree,
16 you know, who knows the issues of civil rights
17 concerns and constitutional issues. But there's
18 no question, you are looking for someone whose
19 got a background and experience that can be
20 applied to this kind of position.

21 Mr. Johnson: Thank you.

22 I think what we will do, we actually
23 will not have another round of questions. We may
24 have some questions for you which we will submit
25 in writing, but I want to thank you for your very

Hearing - 11/13/06

1 thoughtful and thorough testimony. It's no
2 surprise to me, since I had the chance to work
3 with you before, but I think the Committee
4 members have benefited very much from what you
5 had to say, so thank you.

6 MR. JEROME: My pleasure.

7 Mr. Johnson: Now, we have a
8 30 minute lunch break -- no, we'll take 15
9 minutes, and we'll be back here, because we have
10 some witnesses that have tight schedules, so
11 we'll have to be back at ten minutes to 2:00, so
12 we'll take about 15 to 18 minutes for lunch.

13 (Luncheon recess.)

14 Mr. Johnson: The next speaker
15 will be David Hancock. As I said, Mr. Hancock is
16 an assistant prosecutor in the Union County
17 Prosecutor's Office. We expect his testimony
18 will touch on, from a prosecutor's perspective,
19 what transpires on the county level and the local
20 level with respect to the reports of racial
21 profiling and how those are basically a problem.

22 Mr. Hancock, please.

23 MR. HANCOCK: Good afternoon. I can
24 only speak obviously as to Union County, because
25 that's what I'm familiar with, so I can't tell

1 you what goes on in the other 20 counties
2 throughout the state. But it
3 has been a longstanding policy in Union County
4 since I've been there, which is going into 33
5 years next July, that the local
6 police departments are the ones that conduct the
7 investigations when there's an allegation of
8 racial profiling. They are directed to take the
9 report in any form. A person comes into
10 headquarters to the front desk, makes the
11 allegation. There is a report form. This is all
12 dictated by the Attorney General's internal
13 affairs investigation policy. That's the
14 primary, if you will, way of how to investigate
15 these allegations.

16 They will then contact our office;
17 in particular, they contact me. I am the
18 designated bias assistant prosecutor in our
19 office. I have two bias officers, a sergeant and
20 a detective who also work on these matters. We
21 also have another sergeant, who is our internal
22 affairs officer, who will assist, if necessary
23 and if requested by the local department to help
24 them with this investigation.

25 They will follow the AG's

1 guidelines. They will conduct the internal
2 affairs investigation. They will gather the
3 information from the complainant. They will
4 gather all of the -- for example, if there's an
5 on-board camera that was in the patrol car when
6 the stop was made, they will secure that
7 particular video and audiotape, and they will
8 then conduct the investigation, take the
9 statement from the complainant and any other
10 corroborating witnesses that the complainant says
11 may have knowledge of the incident.

12 As they go through the
13 investigation, if they have questions as to how
14 to proceed, they will call our office and they will
15 speak to me. I will give them legal guidance as
16 to what they need to do, whether there's a point
17 in time when they interview the officer, whether
18 Miranda Rights are given to the officer; and if
19 so, if he or she invokes whether there's a
20 Garrity Warning that is authorized, which
21 obviously that immunizes the testimony of that
22 officer to the internal affairs officer.

23 And when they complete their
24 investigation, they send the entire packet down
25 to our office. I will review it, I'll ask one of

1 our investigators to review it, basically, to
2 make sure that all of the legal Ts have been
3 crossed, the legal Is have been dotted, and
4 there's no investigative avenue that they have
5 not done that they should have done.

6 And if we can concur with the
7 conclusions that they have and the reasons for
8 the conclusions, then I write a letter to the
9 complainant to let them know that another agency,
10 an agency with oversight over the local police
11 department has reviewed the investigation, and if
12 we concur with the conclusions, what our reasons
13 are for concluding it.

14 Many times, and a great tool that I
15 think sheds light on all of these situations are
16 the on-board camera systems. It's interesting
17 when there are allegations made and the video is
18 what the video is, the audio is what the audio
19 is, and it provides a wealth of information for
20 anybody reviewing it or conducting investigations
21 to look at it and see whether there's merit to
22 the allegation or not.

23 Then the complainant is invited, if
24 they have additional information, to provide that
25 to our office within a time frame. And they're

1 also notified that, if they don't do that, and
2 there's no new information that comes in, that we
3 will then close our review of the local police
4 department's internal affair's investigation of
5 that complaint. That's, basically, the process
6 that the local police in Union County utilize.

7 Mr. Johnson: Do you know
8 whether or not there are other counties that
9 follow that practice?

10 MR. HANCOCK: No, I do not. I mean,
11 the IA policy is statewide. Everyone has to
12 follow that. There's training statewide that is
13 given to local police departments and
14 prosecutors' offices on that policy. It's a good
15 investigative manual to follow if you're doing
16 any kind of IA investigation. I would assume
17 that they're all using that policy; whether they
18 do the exact procedure we do, I don't know.

19 Mr. Johnson: We'll start with
20 Ms. Brown. And what we'll do is, I don't know
21 whether the next witness is going to be here, I
22 was told that he was on campus, but he's not yet
23 in the building. So we'll start with Ms. Brown
24 with four minutes per, and we will add time,
25 depending on whether or not the other witness

1 attends.

2 Ms. Brown: Thank you very
3 much, Chair.

4 And thank you for your testimony.

5 I just have one question that is
6 sort of linked to the previous testimony which
7 I'm not sure if you were here to hear.

8 MR. HANCOCK: Not all of it.

9 Ms. Brown: Okay. You said
10 that one of the really great tools that you have
11 now is the video recordings, that the tape shows
12 what it shows and the audio says what it says.

13 When your investigators are going
14 through their process -- well, let me back up one
15 more second.

16 The previous witness told us about
17 how important he had found it to be what is said
18 and how it's said when a traffic stop takes
19 place, so that the demeanor and the body language
20 and those sort of things matter as well.

21 Do your investigators look at the
22 tapes from that point of view to determine
23 whether or not they believe that there was
24 intimidation or any other kind of event
25 occurring, even though, if you go through the

1 actual checklist, did you ask this question, did
2 you do this or that, that all of those might come
3 out all right?

4 MR. HANCOCK: We look at the total
5 picture or total circumstances.

6 There was one situation where an
7 officer had justifiable cause to stop an
8 individual. There was an outstanding warrant for
9 the individual, but the demeanor of the officer
10 and the way he conducted himself during the
11 interaction with this individual and thereafter
12 on the ride to headquarters evidenced a lack of
13 sensitivity and a lack of professionalism on the
14 part of that particular officer, where, although
15 the officer was legally justified in stopping the
16 individual, and so, therefore, the basis for the
17 stop was not racially motivated, his lack of
18 professionalism after that and the way he
19 conducted himself and his demeanor was very
20 disturbing to the chief and to the prosecutor,
21 and resulted in disciplinary action against that
22 officer: being removed from patrol for a period
23 of six months and put on other duties; and also a
24 meeting between the chief, the prosecutor and
25 myself and that officer to educate the officer

Hearing - 11/13/06

1 about perception, about the appearance of how he
2 acted and how three different individuals viewed
3 the videotape and saw his physical demeanor, saw
4 his attitude and his really poor communication
5 skills, and part of it was attitude, too, it
6 really tarnished his -- he had a good reputation
7 as an officer, he had a good record as an
8 officer, on that particular day, he wasn't on his
9 A game, so to speak. So we do look at the
10 totality of that, including what was said and how
11 it was said and the demeanor as well.

12 Ms. Brown: Thank you very
13 much.

14 MR. HANCOCK: You're welcome.

15 Mr. Johnson: Ms. Carroll.

16 Ms. Carroll: Good
17 afternoon, Mr. Hancock.

18 MR. HANCOCK: Good afternoon.

19 Ms. Carroll: I wonder if
20 you could tell me how many cases or complaints of
21 racial profiling you have had in Union County,
22 and how many have been prosecuted, if any?

23 MR. HANCOCK: Since 2001, there have
24 been 15 complaints that have been investigated -
25 actually 16, I'm reviewing one right now - there

Hearing - 11/13/06

1 have been 15 that have been completely
2 investigated, reviewed by our office. And in
3 each of those situations, the allegations were
4 found to be without merit, or the individual who
5 made the initial complaint did not come forward
6 afterwards and did not want to cooperate and
7 provide information that would be necessary to
8 conduct a full-fledged investigation.

9 Ms. Carroll: How many
10 municipal police departments are in Union County?

11 MR. HANCOCK: There's 21 municipal
12 police departments, a county sheriff's office,
13 the county police and the Kean University police.

14 Rev. Floyd: Good afternoon,
15 Mr. Hancock.

16 MR. HANCOCK: Good afternoon.

17 Rev. Floyd: I think I'm
18 sitting in the wrong spot, she took my question,
19 but I'm going to play off of it.

20 Mr. Johnson: You can ask
21 Mr. Donovan's question.

22 Rev. Floyd: What steps did
23 your office take to address those complaints?

24 MR. HANCOCK: Excuse me, sir?

25 Rev. Floyd: What steps did

1 your office take to address those kind of
2 complaints?

3 MR. HANCOCK: First of all, the
4 Attorney General came out with a mandatory
5 training program that all police departments had
6 to do, and it was given to the prosecutors'
7 offices in each county to ensure, as the chief
8 law enforcement officer of their counties, that
9 each of the agencies within their jurisdiction
10 received and completed the training and created
11 the SOP, the rule, the regulation, general order,
12 whatever they called it within their department,
13 making racial bias policing illegal and improper
14 within that agency; and then to obtain from the
15 police chief or the executive from that agency a
16 written certification from them that they have
17 completed all that was required of them. That
18 was done in Union County.

19 In addition to that, Prosecutor
20 Romankow, when he came into office in 2002,
21 reached out to the Imams of the Mosque within
22 Union County, a total of three. And as a result
23 of those meetings, a committee was created
24 between Imams and our office, because they had
25 concerns about the police's perception of conduct

1 of people of the Muslim faith, how it could be
2 misinterpreted, but yet, it's a common practice
3 or custom within their religion. And they felt
4 there was a need to educate police in that
5 regard.

6 And as a result of that combined
7 effort, a videotape was obtained and was put out,
8 and a similar certification requirement was done.
9 And within 90 days, every department of Union
10 County received the video, trained every single
11 one of their officers -- we have almost 1800, if
12 not over 1800 officers in Union County -- and then
13 the chiefs certified that their officers received
14 that training. So that's an example of some of
15 the proactive aspects that maybe address your
16 question.

17 Rev. Floyd: Thank you.

18 Mr. Johnson: Mr. Harris.

19 Mr. Harris: Thank you.

20 What has been the impact of the mandatory
21 training that's been provided; and what steps did
22 you put in place to kind of test it?

23 MR. HANCOCK: Well, one of the tests
24 of the effectiveness are the number of
25 complaints. Did the complaints increase or

1 decrease? And did they come in from the same
2 departments or from a variety of departments?

3 The majority of the complaints came
4 in from the smaller municipalities, suburban
5 municipalities within Union County.

6 Occasionally, they would come in from the larger
7 cities, such as Elizabeth and Plainfield, which
8 are our two largest cities within Union County.

9 Other than making sure that they did the training
10 and that it's incorporated in the recruit class
11 at the John H. Stamler Police Academy, every
12 recruit class gets a block of training on bias
13 crime and bias intimidation and how to recognize
14 that, how to investigate that and how to report
15 that. That's the only way that we have really
16 been able to monitor the effectiveness of it.

17 I mean, the program with the Attorney General's
18 Office has only been in effect for less than a
19 year, so it's going to take some time before we
20 see what kind of impact that's had, either
21 positive or negative.

22 Mr. Harris: Are there
23 things that you are charged with that can impact
24 the effectiveness, if you will, of relying on the
25 police standards to avoid any further

1 discriminatory policing?

2 Do you have any specific
3 recommendations that you think would be
4 particularly helpful for us to consider?

5 MR. HANCOCK: Well, one is in the
6 selection of the Internal Affairs Unit itself.
7 I believe you have to have individuals who have
8 sound investigative background. You need a good
9 detective. You need somebody who knows how to
10 interview individuals, how to take a good
11 statement, how to conduct investigations, go out
12 and canvas the neighborhood, talk to individuals
13 that may have been in the area at the time of the
14 incident. So the selection of the internal
15 affairs officer is a critical position and should
16 not be given to someone just because of their
17 rank. They need to have good sound investigative
18 capabilities.

19 The second is the on-board cameras
20 and audio system. I just think that is
21 invaluable. There are some departments that have
22 chosen, and it's up to their chief, but they have
23 chosen to use their monies for other equipment
24 within their department, such as GPS systems for
25 the patrol cars. But the on-board camera system

1 I found is the best situation, where many times
2 if you suggest it to an individual, we have a
3 videotape of the incident, if you want to come
4 in, you're more than welcome to, we'll show it to
5 you. And in some situations, the individuals
6 have come in, they've looked at it and they've
7 said, I don't remember that taking place, but,
8 obviously, it took place because it's on the
9 videotape. The words were said, I don't remember
10 saying that or I don't remember that happening,
11 but it is what it is. And they leave, I think,
12 having a sense that a complete and thorough
13 investigation was conducted, even though because
14 of the emotional -- I don't want to say emotional
15 state, but the excitement of the situation,
16 maybe, they just don't recall all of what took
17 place. So on-board video cameras I think are a
18 valuable tool for everyone, because it records
19 what was said and it shows what was done.

20 Mr. Harris: Thank you.

21 Mr. Johnson: Mr. Huertas.

22 Mr. Huertas: I have no
23 questions, sir.

24 Mr. Johnson: Reverend Justice.

25 Rev. Justice: Yes. Thank

1 you for your presentation and I appreciate your
2 last statement, it shows -- say it again.

3 MR. HANCOCK: It shows what it
4 shows, and it says what it says.

5 Rev. Justice: And I
6 couldn't help but think of that violent fellow
7 in Los Angeles, you all remember, I forget his
8 last name.

9 Mr. Johnson: Mr. King.

10 Rev. Justice: Mr. King,
11 that's right, you would remember that.

12 When there was some subjectivity, if
13 you will, to what the video showed or the TV
14 showed and what some of the results were, you
15 remember that, I'm sure.

16 MR. HANCOCK: I remember that, there
17 was video, but no audio.

18 Rev. Justice: That's a good
19 statement there.

20 But you made reference to the fellow
21 who was insensitive and showed a lack of
22 professionalism, and that he was given six
23 months.

24 Now, I'm sure that there was some
25 training before relative to that sensitivity.

Hearing - 11/13/06

1 Second, you mentioned that he got six months, but
2 you didn't mention, that I heard, or I didn't hear
3 you say that there was some remediation or some
4 retraining done? Secondly, what happened?
5 Was he returned to his usual job?

6 MR. HANCOCK: You're right, I did
7 not say what remediation there was, beyond him
8 being taken off the street for six months. There
9 was remediation. He was sent back to the recruit
10 class that was in the academy, he had to sit
11 through the bias crime training that the recruits
12 had to have as a seasoned officer.

13 I teach use of force, and I've
14 taught use of force in our county for 20 years.
15 It's not uncommon, when I show up to teach the
16 recruit class and I'm told by the staff of the
17 academy that such and such has an officer who is
18 going to sit in the back. So he sits in on my
19 two days of training. He goes through the same
20 lecture, he takes the same notes, he gets the
21 same handout, he has to take the same test that
22 the recruits have to take and he has to get the
23 same passing score that the recruits have to get.

24 And I had one situation where they
25 didn't, and I went back to the chief to decide,

Hearing - 11/13/06

1 what do I do with this officer, because now he
2 can't carry a gun. But in this particular
3 situation, he went to the training -- the bias
4 crime training -- he had to take the test again, he
5 had to sit through the lecture, so that was the
6 remediation. As far as I know, he was put back
7 on patrol; he's back on the streets and we
8 haven't had any further complaints about him.

9 Rev. Justice: Do you have
10 any record of it ever happening before or this
11 was the first time he got caught?

12 MR. HANCOCK: As far as I know, my
13 recollection is, this is the first time that
14 there had been an allegation made against him.

15 Rev. Justice: Thank you,
16 sir.

17 Mr. Johnson: Mr. Sklar.

18 Mr. Sklar: Yes, Chairman.

19 Mr. Hancock, thank you very much.
20 I have just a few questions for you relative to
21 Union County specifically.

22 The police departments in your
23 county, do they now or have they collected data --
24 did they do data collection on traffic stops?

25 MR. HANCOCK: In late 2000,

1 Prosecutor Manahan then, along with the Union
2 County Police Chiefs Association, came up with
3 a traffic stop and investigatory detention
4 policy, which required the departments to collect
5 data, and they collected that data. And then in
6 November of 2001, after I believe at least six
7 months of collection of data, if not nine months
8 of collection of data, they issued a report
9 setting forth what that data showed.

10 And then in early 2002, Prosecutor
11 Manahan, then in conjunction with the chiefs,
12 made it not mandatory on them, and now it's
13 discretionary whether they want to collect it.
14 Many departments still do. Many of the small
15 departments still collect the data, because they
16 find that it provides them with good information
17 about whether they have a problem officer or not
18 a problem officer. The data sometimes is useful
19 in doing a review of an allegation of racial
20 profiling when that data on that officer can be
21 shared with the complainant showing the type of
22 stops and the number of stops and the ethnicity
23 of the stops that that officer has been involved
24 in prior to the episode with this particular
25 individual.

1 Mr. Sklar: What did that
2 report of the initial data collection show county
3 wide? You said a report was issued, what did it
4 indicate?

5 MR. HANCOCK: It indicated -- in
6 fact, I have a copy right here.

7 The conclusions, if I can read it
8 for a moment: there are few subjects that have
9 been more intensely discussed and debated than
10 the issue of discriminatory police practice.
11 Discussion and debate has included whether such
12 practice exists, its scope and the method to
13 which to remedy it. The Union County law
14 enforcement community, through the enactment and
15 implementation of the policy, has undertaken an
16 essential, difficult, controversial task. It's the
17 task borne out by the recognition that, one,
18 there is police conduct that is legally
19 admissible and there is police conduct that comes
20 at a social cost. Two, no form of
21 discrimination, whether active or implicit, is
22 acceptable. Three, law enforcement cannot
23 distance itself from the concerns of the citizens
24 it serves. Four, law enforcement cannot
25 effectively serve citizens in the shadow of

1 distrust. Five, two worthy and commendable
2 objectives, reduction of crime and protection of
3 civil rights, need not be in conflict nor
4 subordinate to the other. Both objectives are
5 realizable and desirable goals. And last, there
6 are no shortcuts to any place worth going. And
7 there were no citizen complaints reported and no
8 disciplinary proceedings relating to violations
9 of the policy reported by any agency borne out by
10 the data.

11 Mr. Sklar: One more
12 question, actually, two brief ones.

13 You mentioned in-car cameras. Of
14 those 24 or so agencies in your county, how many
15 do not have in-car videos?

16 MR. HANCOCK: The two largest
17 communities do not have it. I'm sure it's a
18 matter of economics, more so than the lack of
19 desire. But I believe that approximately 50 to
20 60 percent of the rest of the county do have
21 on-board cameras.

22 Mr. Sklar: And you
23 mentioned the 16 allegations of bias policing or
24 racial profiling; how many of those were in the
25 context of traffic stops and how many were other

1 policing activities?

2 MR. HANCOCK: They were all traffic
3 stops.

4 Mr. Sklar: Thank you.

5 Mr. Johnson: Mr. Stier,
6 please.

7 Mr. Stier: Thank you,
8 Mr. Chairman.

9 Good afternoon, Mr. Hancock.

10 MR. HANCOCK: Good afternoon, sir.

11 Mr. Stier: I'd like to
12 explore the collection of statistics and the
13 characterization of allegations of misconduct and
14 the findings of misconduct for a moment.

15 The incident that you were talking
16 about before of unprofessional conduct by the
17 police officer, I've been inferring that that was
18 a racial bias situation; is that the case?

19 MR. HANCOCK: Yes, that was the
20 allegation that was made by the complainant after
21 the episode was completed.

22 Mr. Stier: The police
23 officer was white and the citizen who made the
24 complaint was African-American?

25 MR. HANCOCK: Yes.

1 Mr. Stier: For statistical
2 purposes, can you tell me how the police
3 department or the prosecutor's office
4 characterized that case; was it characterized as
5 a racial bias incident or in some other way?

6 MR. HANCOCK: You say characterized,
7 I mean, the conclusion that we came to was that
8 there was a legitimate lawful basis for the
9 officer to stop the individual, and, therefore,
10 it was not racial profiling, where he was stopped
11 solely because of his race. However, the conduct
12 of the officer was improper, in the sense it was
13 not professional. For example, on the ride back
14 to headquarters, rather than taking the most
15 direct route, he took a circuitous one and
16 he took the on-board camera that was in his car,
17 turned it to the back seat, and as the individual
18 was trying to talk to him, he was singing as he
19 was driving back to headquarters; totally
20 juvenile, immature, inappropriate conduct on the
21 part of that officer. It had nothing to do with
22 the stop. It had nothing to do with the
23 legitimate basis for the stop. It was just that
24 this officer was not on his A game that
25 particular day.

1 Mr. Stier: Well, you said
2 a moment ago that it wasn't racial profiling,
3 because race wasn't the sole basis for the stop.
4 The definition, as I understand it, that's been
5 adopted by the Attorney General's Office is that,
6 race can't be a factor; am I correct in that?

7 MR. HANCOCK: It can't be a factor.

8 Mr. Stier: It can't be a
9 factor?

10 MR. HANCOCK: Correct.

11 Mr. Stier: So I take it
12 that, although there was probable cause for the
13 stop, an inference wasn't drawn from the
14 officer's subsequent conduct after the stop was
15 made and during the ride back -- an inference was
16 not drawn that he had exercised his discretion to
17 make the stop based on probable cause because of
18 the race of the driver?

19 Is my question clear?

20 MR. HANCOCK: No, it's not.

21 Mr. Stier: Good. Let me
22 rephrase it.

23 In that case, you have two factors
24 or two sets of facts available to you. One was
25 that there was probable cause to make the stop;

1 and the second, that the behavior of the officer
2 toward the person stopped was unprofessional and
3 seemed to be racially biased.

4 Am I correct in my second
5 characterization of his behavior?

6 MR. HANCOCK: I wouldn't say racial
7 biased. I mean, the complainant happened to be
8 an African-American. This particular officer, in
9 my opinion, would have treated you and I the same
10 way. And part of that was just a comment made by
11 a passenger in the car seemed to irk this
12 officer, and as a result of that, it doesn't
13 matter who was standing in front of him, he was
14 going to be rude or discourteous.

15 Mr. Stier: That's really
16 the point that I'm getting to. One of the
17 questions we're struggling with is, how common is
18 it today that racial profiling goes on among
19 police officers. And one of the questions that
20 we're going to have to deal with is the
21 reliability of the statistical data that's
22 available in determining how much racial
23 profiling is going on.

24 And here you have a situation in
25 which a police officer is behaving

1 unprofessionally toward someone of a different
2 race and the system is not characterizing that as
3 racial profiling. And I'm not saying that that's
4 improper. All I'm saying is that the system
5 doesn't characterize it that way. So that if
6 that incident were categorized as an example of
7 police misconduct, there would be no reference to
8 the racial component of it in the record.

9 Let me go a step beyond that. You
10 said that there were something like 15
11 allegations of biased policing -- we call it biased
12 policing -- over the course of some period of time.
13 How long was that?

14 MR. HANCOCK: 2001 to the present.

15 Mr. Stier: I take it
16 during that period of time, there were
17 allegations of police misconduct, additional
18 allegations of police misconduct? I'm assuming
19 that.

20 MR. HANCOCK: There's allegations of
21 police misconduct every day by individuals who
22 say, I wasn't read my rights, or I asked for an
23 attorney, or I wanted to remain silent. I mean,
24 those come up every day in the thousands of cases
25 that we deal with.

1 Mr. Stier: So there are
2 thousands of allegations, any one of which could
3 have a racial component to it that aren't
4 categorized as racial profiling or biased
5 policing. In other words, if you don't give
6 somebody their Miranda warnings, it may be that
7 one of the reasons that you do it is because
8 you're biased against the person that you're
9 interviewing. And if it happens that the officer
10 is white and the subject of the investigation,
11 who wasn't properly warned, is African-American,
12 and the Miranda Rights aren't given, that may be
13 counted as some form of police misconduct, but
14 there is no record made that there was any racial
15 component to it. Is that correct?

16 MR. HANCOCK: I mean, there's no
17 specific separate form, there's no specific data
18 category, if you will, that would encompass that.
19 But, I mean, those allegations, again, that come
20 in all the time by defendants who are arrested by
21 the police, I think those allegations are made
22 not because of the race of the officer involved,
23 it's just that it's the police that's involved,
24 and that's the only way that I, as a defendant,
25 may be able to get out from underneath the

1 charges that I face, so I'm going to challenge
2 the search, I'm going to challenge the statement,
3 I'm going to challenge as much as I can -- the
4 evidence that was collected, no matter who
5 collected it.

6 Mr. Stier: And if it turns
7 out that the allegation is sustained -- for
8 example, a motion to suppress is granted -- it may
9 be an incident that had some racial implications
10 to it, but the system, we, you, whoever is
11 concerned about the issue of biased policing
12 wouldn't know that from the way data is
13 collected.

14 MR. HANCOCK: You're talking about
15 data collected by the police, yes, but there's
16 other sources of that potential data collection.
17 I mean, the defense bar, the public defender's
18 office, they have the same ability, the same
19 access to the records, they could collect it just
20 as well as anyone else.

21 Mr. Johnson: I'm going to have
22 to have that be the last word on this particular
23 question, for the time being at least.

24 Mr. Stier: Okay.

25 Mr. Johnson: Mr. Weber.

1 Mr. Weber: Thank you.

2 Mr. Hancock, what kind of data was
3 collected in connection with the study in 2001;
4 was it just stop data, or did it also encompass
5 consent searches, arrests, search and seizure
6 arrests?

7 MR. HANCOCK: It dealt with the type
8 of stops that were involved, whether it was a
9 ticket or a warning or arrest, whether it was a
10 vehicle or pedestrian stop, it dealt with the
11 age of the driver or pedestrian stopped, it dealt
12 with -- if it was a traffic violation -- whether it
13 was a moving violation, equipment, license
14 violation, location of the stops, the probable
15 cause for the stop, what the officer indicated,
16 and then the race of the driver or the pedestrian
17 that was stopped.

18 Mr. Weber: But it didn't
19 note whether the motorist was asked for the
20 consent to search the car, at least not based on
21 that list you just read?

22 MR. HANCOCK: No, not based on the
23 list.

24 Mr. Weber: The MVRs, you
25 said the two largest municipalities in Union

1 County do not have them, but approximately 60 to
2 70 percent of the municipalities do. Has the
3 Union County Prosecutor's Office or anyone, for
4 that matter, conducted any sort of study to
5 analyze incidents of alleged police misconduct in
6 those municipalities that don't have the MVRs
7 versus those municipalities that do have the
8 MVRs, to see if the MVRs provide any tangible
9 deterrent effect to officers; i.e., you have an
10 MVR in your car so you're less likely to engage
11 in biased policing or misconduct?

12 MR. HANCOCK: We haven't done any
13 independent study on that, other than when an
14 allegation comes in to the internal affairs of,
15 let's say, Elizabeth or the internal affairs of
16 Plainfield, they would contact us, but there's no
17 independent study that we've done. Those two
18 departments probably of the 18 or almost 1900
19 officers in the county probably make up, I
20 believe, in Elizabeth it's 350 officers and in
21 Plainfield, I believe there's 150, so it's about
22 a third of the officers county wide.

23 Mr. Weber: Are you
24 familiar with the State Police's MAPP system, the
25 Management Awareness Personnel Performance

1 System?

2 MR. HANCOCK: No, I'm not.

3 Mr. Weber: Is there any
4 system in Union County that collects data county
5 wide in an automated form, as opposed to paper
6 process, whereby you can conduct trend analysis
7 for motor vehicle stops and consent searches and
8 things to that effect or is it all done via
9 paper?

10 MR. HANCOCK: It's all done via
11 paper. Each department -- again, it's
12 discretionary whether they want to continue to
13 gather this data or not, and whether they have a
14 computer program. I would assume that they do, of
15 some sort, that takes the information and then
16 puts it out in the form of the report that they
17 do on each of those officers.

18 Mr. Weber: But the county
19 prosecutor, for instance, doesn't have the
20 ability to tell all of the municipalities county
21 wide, here is the kind of system we're going to
22 use and everybody is going to use the same
23 system?

24 MR. HANCOCK: I assume the
25 prosecutor has the ability to do it, but, again,

1 there's a cost factor associated with anything
2 like that. We've just gone through transitioning
3 getting every single police department you can to
4 have a video room inside to comply with the
5 Attorney General's homicide defendants. In fact,
6 we've taken it further; Prosecutor Romankow
7 requires every department to record from stem to
8 stern all interrogations on first, second and
9 third degree crimes for adults and juveniles. I
10 don't think any other county is doing that. So
11 it took a year and a half to get that
12 implemented. So to do what you suggest could be
13 done, but, again, there's a significant cost
14 factor associated with that.

15 Mr. Weber: The last area
16 I'd like to ask you a few questions about. How
17 familiar are you with the Office of State Police
18 Affairs and what it's function is?

19 MR. HANCOCK: Other than dealing
20 with internal affairs officers occasionally when
21 they come to our office -- we just recently worked
22 on an internal affairs investigation with them, I
23 don't remember the State Police -- but other than
24 that, on a case-by-case basis, I'm not that
25 familiar with that.

1 Mr. Weber: Assume for the
2 moment my description is correct, if it's
3 incorrect, I'm sure a lot of the people in the
4 room will correct me: the Office of State Police
5 Affairs, among other things, has the
6 responsibility of acting as sort of the liaison
7 between the independent monitoring team that is
8 monitoring the State Police under the consent
9 decree, the Attorney General's Office and the
10 State Police, and they have a variety of roles,
11 but a lot of it deals with making sure that the
12 State Police are doing what they need to do to
13 comply with the consent decree and to help
14 address the racial profiling issue. They've
15 gotten a lot of experience in that area.

16 My question to you is, if you knew
17 you had a resource like that available to you on
18 a county level, whereby you could go to that
19 resource which would be down at the Attorney
20 General's Office, to aid you in your efforts to
21 deal with your own municipalities, is that
22 something that you think would have utility to
23 it?

24 MR. HANCOCK: Absolutely. We would
25 have to take a look at it and see whether it

Hearing - 11/13/06

1 would work in Union County. What may work for
2 state agencies statewide may not be something
3 that can be localized to a county level, but it
4 could, and, again, it's worth looking at,
5 absolutely.

6 Mr. Weber: Thank you.

7 Mr. Johnson: Thank you.

8 Ms. Yang.

9 Ms. Yang: Thank you,

10 Mr. Chairman.

11 And, thank you, Mr. Hancock, for
12 being present for testimony today.

13 I just had a couple of questions for
14 you. Please feel free to correct me, but when
15 a particular police officer is subject to
16 discipline, does it start out with counseling or
17 reprimand and then termination? Can you explain
18 to me what happens when a police officer is
19 disciplined?

20 MR. HANCOCK: Well, it depends upon
21 whether you're talking minor or major infraction.
22 A minor infraction could be, he or she comes to
23 work with their uniform not in proper fashion,
24 that's a minor matter. A major could be, they
25 told the sergeant to buzz off, I'm not listening

1 to you, I'm not going to follow your direction,
2 so they're subordinate. That would be a major
3 violation.

4 The prosecutor's office gets
5 involved in situations where there's an
6 allegation of possible criminal conduct. Once
7 the investigation starts to point toward maybe
8 criminal conduct on the part of the officer, the
9 local police are required to immediately stop
10 their internal affairs investigation, contact
11 their office, and then they take directions
12 solely from us. And if we want to, we can
13 supersede them and take over the investigation,
14 or what we do is, we work with them. We then
15 assign a detective to work hand in hand with
16 them. So we have our own individual who is in
17 contact with us on a daily basis giving us
18 information, us giving them legal guidance.

19 So the answer is, it could be it
20 turns out that the officer could be terminated
21 for a case of insubordination, or it could be
22 that they're demoted. Again, it depends on the
23 seriousness of the complaint.

24 Ms. Yang: I have one more
25 question, Mr. Hancock.

1 Regarding the particular incident
2 that was referred to previously, the one of
3 racial bias, is there a system in place -- let's
4 say, a police officer is found guilty of engaging
5 in racial bias, is there a follow-up system to
6 say, is he on probation for a year or two years,
7 to make sure that another incident of racial bias
8 doesn't happen again?

9 MR. HANCOCK: If it's bias
10 intimidation, then that's a crime and it would be
11 a prosecution of that officer through the
12 criminal justice system. If it's an incident
13 where the officer doesn't rise to the level of
14 the crime, but conducted him or herself in a
15 manner that showed that they were insensitive or
16 that they were borderline with the crime or we
17 couldn't prove the elements of the crime, and,
18 therefore, we can't prosecute them, but there was
19 still a serious departmental violation of the
20 policy -- since we now have racially-influenced
21 policies throughout the departments in the
22 county -- then it would be up to the police chief
23 of that department to decide what course of
24 action he would take.

25 I know that there are times, if

Hearing - 11/13/06

1 there's aggressive conduct associated with that,
2 there may be a fitness for duty evaluation that
3 is done on the officer, in which the officer
4 would be required to have a psychological
5 evaluation. The chief could suspend them, with
6 or without pay, depending upon the circumstances.
7 So there's a lot of follow-up the department can
8 do before they reinstate that person. As I said,
9 they can require them to go to the police academy
10 and sit through that and take the test and
11 examination on bias crimes, so they're fully
12 aware of what someone can and can't do, and if
13 someone does it, what constitutes a crime before
14 they're reinstated to their particular former
15 position, such as being allowed to go back on
16 patrol.

17 Ms. Yang: Thank you very
18 much.

19 Mr. Johnson: One quick
20 question. There have been a number -- just so
21 the people understand, there have been a number
22 of questions submitted from the public. Because
23 we have had to reconfigure our panel, I won't be
24 posing these questions in this hearing, but we
25 will send you these questions, which are pretty

1 short.

2 My question to you is this, the
3 resources within the Union County Prosecutor's
4 Office -- what's the quantity or amount in terms of
5 personnel or money or both that are required for
6 you to operate the system as you operate it now?

7 MR. HANCOCK: Well, we have two bias
8 officers, who, as I said, they don't do this full
9 time, because we don't have the amount of volume
10 to require them to do it full time. But when the
11 allegations do come in, they do prioritize them
12 and immediately address them.

13 So we would have two detective
14 personnel, again, it doesn't take up all of my
15 time, but when it does, it takes up several hours
16 of my time to review the matters. There's
17 clerical support staff. I mean, what dollars; I
18 couldn't give you dollars of what it cost.

19 But the training, again, the
20 officers go and they train the police recruits
21 twice a year at our police academy. We do
22 inservice training. A couple of years ago, we
23 conducted a total mandatory inservice training
24 for every detective -- every internal affairs
25 detective -- in Union County to come to our police

1 academy and go through the Attorney General's
2 internal affairs investigation protocols, so they
3 would know what they can and can't do. That took
4 a full day. I don't know if that answers your
5 question or not.

6 Mr. Johnson: It does. Thank
7 you very much. And thank you, as well, for
8 taking the time to let us know from Union
9 County's perspective what's done to follow the
10 Attorney General's order. Thank you very much.

11 MR. HANCOCK: You're welcome.
12 Thank you, everyone.

13 Mr. Johnson: Our next witness --
14 we got involved a bit with our panel, so our next
15 witness will be Chief Michael Mastronardy.

16 Chief, if you could give us just a
17 short opening statement -- I know you prepared a
18 long one -- then our procedure will be for the
19 members of the panel to simply question you. And
20 we won't have as much time as we initially
21 planned, but if you could agree to answer the
22 questions on the record, and then we will submit
23 written questions to you, we probably will
24 do that.

25

1 CHIEF MASTRONARDY: Absolutely.

2 Thank you.

3 First of all, I'm here, a little
4 delayed, because we had one of the most important
5 functions that a police chief can do -- we had
6 hiring interviews this morning, so I apologize
7 for the delay.

8 The Dover Township Police
9 Department -- as of tomorrow, it will be the Toms
10 River Police Department, as a vote of referendum
11 went through, but we are located on the Jersey
12 shore, an hour east of here. People don't know,
13 but we're the seventh largest community in the
14 state, 272nd largest community in the nation.

15 Basically, as far as our
16 demographics, we are a middle class
17 community, a seashore community. We have a lot
18 of visitors of all diversity coming down during the
19 summer months; 43 square miles, over 95,000
20 year-round residents.

21 Based upon the make-up of our
22 department -- and I've been there 32 years, 15
23 years as chief of police -- in the 32 years in the
24 department, I can tell you that, basically, we
25 have not been that successful in our diversity

Hearing - 11/13/06

1 and our make-up of our agency. It's not that we
2 haven't tried. We recruit nationally. We
3 require a four-year degree or a two-year degree
4 since 1978 or a two-year degree with two years
5 military or full-time police experience.

6 We find that recruiting nationally --
7 which we just had a test -- we had over 300
8 candidates apply. We then go through the
9 process, and we're now interviewing 125 top
10 candidates for our organization.

11 The four-year degree was implemented
12 shortly after I became chief, working with the
13 mayor and council, and that was implemented back
14 in 1994. It's been very successful, and I can
15 assure you this, that every candidate that I've
16 interviewed in the last week, when we asked a
17 question in the interview process about college
18 education and what do they feel, every one of
19 them expressed the importance of having a college
20 education, as far as maturation, as far as what
21 it does, and how people handle diversity in a
22 positive manner. This is from the candidates
23 that are coming into the law enforcement
24 community. They recognize the importance of
25 college education.

1 The IACP started a collection of data
2 back in 2000. There was a program run out of the
3 International Chiefs of Police, the IACP in
4 Washington, D. C. Having gone to the chief's
5 conference, I met with people and I thought it
6 would be beneficial for our community to
7 participate in the project, and we were the first
8 community in the State of New Jersey to do that
9 with the IACP.

10 Based upon that, General Order
11 No. 2 -- or excuse me, the general order in 2000
12 that we had outlined that we would be taking
13 reports, and that was General Order No. 2 in 2001
14 which, basically, said that our department would
15 be working on motor vehicle stops, collecting
16 data, filling out reports. And these forms are a
17 professional standards document and are a part of
18 the department's records system, the forms have
19 to be turned into the watch commander's office,
20 and we did that.

21 The IACP developed software that we
22 use with our MDT, our mobile data terminal
23 system, to collect that data. However, after two
24 years of going through the program, I can tell
25 you -- and Captain Henry is here with me today of

1 our operations bureau, who is in part, a large
2 part of the program in implementing it and
3 getting it organized and taking care of it, we
4 had to dedicate one clerical secretary to the
5 position of data entry. We had a lot of data,
6 and I felt it was important for our organization
7 to have a benchmark, and that's why we
8 participated in this program.

9 After two years, we terminated the
10 program. We have benchmark data, and I think,
11 basically, what we said is, it's very difficult,
12 very cumbersome on local police agencies to
13 collect this. And, quite frankly, I think the
14 real key is hiring professional staff, training
15 them and the supervision of those staff, in my
16 opinion.

17 We terminated the collecting of data
18 effective immediately, and this was in 2004. We
19 suspended the Blue Sheet Motor Vehicle Stop
20 Reporting System, and our officers, we thanked
21 them for their diligence. What we did find in
22 our statistics on stopping -- or when we analyzed
23 it was, during the time frame that we recorded a
24 total of 1,079 stops, of which the percentage
25 make-up was 76 percent white, 13 percent black, 4

1 percent Hispanic.

2 Now, one of the issues that came up
3 when we did this was, how do you determine what
4 people are. I think the officers were
5 uncomfortable making judgments when they would
6 make the stop and then go back to the car, they
7 were somewhat uncomfortable with that.

8 First of all, as a police chief,
9 I learned a long time ago, any time you ask an
10 officer to do another piece of paperwork, they
11 come back and say no thank you, obviously.
12 So that was some of the resistance; resistance of
13 requiring an officer to do another piece of
14 paperwork, then asking them to be subjective in
15 making judgment calls. And then another concern
16 was, how would they be looked at differently if
17 they worked in this different sector.

18 For example, in our 43 square miles
19 in the beach front, the minority population is
20 certainly lower than people that either live or
21 travel through the western part of our community,
22 which borders Lakewood and South Toms River,
23 which has a higher percentage of minority
24 population.

25 So the officers were concerned that

1 their geographical patrolling areas, the time of
2 day, etcetera, could impact the statistics that
3 were out there.

4 I did hear mention about a video.
5 We currently only have one vehicle that is
6 equipped with video. We have held off on that,
7 and the reason we do is technology. We didn't
8 want to get locked into a video system that was
9 tapes and you take the tapes out and the
10 supervisors spend a lot on tapes, it's a lot of
11 time. We need people out on the streets doing
12 police work to protect our residents. So we've
13 held off. We have money aside. And now we're
14 going into the new technology aspect. We're even
15 wi-fi'ing our whole towns, so that the cameras
16 will be out there in the next two years with
17 direct video feed to our watch commanders for
18 chases and stuff like that. So we're on to
19 technology. We didn't want to get locked into a
20 system, and that's why I, as chief of police,
21 made the decision not to put the video cameras
22 into the cars, except for, we had one car that
23 was looked at as a discipline car, and it was
24 more of a demeanor thing, if some officers just
25 didn't have the professional attitude that we

1 certainly were requesting, so we helped them
2 along.

3 Mr. Johnson: Thank you.

4 We'll start with Ms. Carroll, and we
5 might have other questions that we'll submit to
6 you in writing. Four minutes per question.

7 Ms. Carroll: Chief, good
8 afternoon. Thank you for your testimony.

9 I was wondering if you could tell
10 me, have there been any complaints of bias
11 policing in your department?

12 CHIEF MASTRONARDY: Since I've been
13 chief of police, there was one complaint and one
14 inference. The complaint was an officer, shortly
15 after I became chief in 1992, I don't think I was
16 chief about two months, when an officer went on a
17 motor vehicle stop, it was a motor vehicle stop
18 where they pulled over a felony stop with a
19 vehicle. And as a result of that, another
20 officer came up and made a derogatory comment
21 that was recorded. What happened was, the
22 suspect realized he was going to be pulled over
23 by the police. When he started seeing the felony
24 stop procedures take place, he left his cellphone
25 on and had somebody tape record it at home. He

Hearing - 11/13/06

1 was detained, the weapon recovered, he was placed
2 in the vehicle.

3 Another officer responding to the
4 scene, searching for the weapon at the time, made
5 a derogatory comment that was recorded on tape.
6 That officer was disciplined and he was
7 suspended.

8 Ms. Carroll: The citizens
9 in your township, what is the capability or the
10 process in making a complaint to the police
11 department?

12 CHIEF MASTRONARDY: Well, as you
13 well know, in most local police departments, they
14 simply have to call up and make the complaint.
15 It's forwarded on to your professional standards,
16 which documents it, and then it's investigated,
17 depending on what type of complaint it is.

18 Ms. Carroll: Thank you.

19 Rev. Floyd: Good afternoon,
20 Chief.

21 CHIEF MASTRONARDY: Good afternoon.

22 Rev. Floyd: What is the
23 size of your police force?

24 CHIEF MASTRONARDY: 160.

25 Rev. Floyd: And what

Hearing - 11/13/06

1 percentage of your police force is minority?

2 CHIEF MASTRONARDY: Well, there are
3 three Hispanic officers and there's one black
4 sergeant.

5 Rev. Floyd: And then your
6 current application pool --

7 CHIEF MASTRONARDY: There are 324
8 candidates that signed up for our exam, we're
9 down to 125. After we go through the first thing
10 is the written, we get the top half of the
11 written, the written is worth 30 percent. We
12 then go to a physical agility, which is the ADA
13 obstacle course, where they rescue a body,
14 etcetera, and then we move forward, and now we
15 have to go through the interview process.

16 Rev. Floyd: Are there any
17 minorities in your application pool?

18 CHIEF MASTRONARDY: We are about a
19 third through, and there are none that I'm aware
20 of.

21 Rev. Floyd: Are any female?

22 CHIEF MASTRONARDY: There was one
23 female who came through the other day during the
24 process so far.

25 Rev. Floyd: Okay. Do you

Hearing - 11/13/06

1 have a system that is comparable to MAPPS?

2 CHIEF MASTRONARDY: No, we do not.

3 Rev. Floyd: Do you think a
4 MAPPS system could be relied on?

5 CHIEF MASTRONARDY: I'm not that
6 familiar with the MAPPS program, I'll be honest
7 with you. But, again, I reiterate, as a
8 professional police administrator, that the key
9 is hiring, training and supervision. You can
10 keep all of these numbers and it may be good, but
11 there's a lot of time and effort, when the key
12 effort should be in the recruitment. I think we
13 have to do more. We have tried it all, as far as
14 our recruitment in Dover Township, whether it be
15 through, NOBLE, the Hispanic association,
16 reaching out, letters, putting ads, trying it
17 all, it's hard. So what we have to do is, we
18 have to go with those role models, for example,
19 our sergeant, get him into the third grade and
20 let people see, our female officers, let them see
21 them, let them look up in that classroom and see
22 that officer standing there, and say, that could
23 be me some day. That's what we have to get more
24 of.

25 Rev. Floyd: Thank you.

Hearing - 11/13/06

1 Mr. Johnson: Mr. Harris.

2 Mr. Harris: Again, I'd
3 like to thank you for your testimony.

4 The training materials and
5 curriculum regarding bias policing, that was
6 mandated by the Attorney General, how was that
7 received by the personnel?

8 CHIEF MASTRONARDY: Extremely well,
9 with everybody who participated extremely well.

10 Mr. Harris: They
11 participate extremely well. Was there any
12 specific feedback, discussion, changes that you
13 discussed internally to your standard operating
14 procedures?

15 CHIEF MASTRONARDY: Me personally,
16 no. But I know that Lieutenant Little, who is in
17 charge of training, instituted the program and
18 there were no negative comments that I'm aware
19 of, sir.

20 Mr. Harris: Were there any
21 changes that you made to any operating procedures
22 as a consequence of the department going through
23 retraining?

24 CHIEF MASTRONARDY: No, sir. I
25 pride myself that our department has a professional,

1 highly trained, highly recruited police
2 department.

3 Mr. Harris: Are there any
4 recommendations specifically that you think this
5 panel should consider as we think about how to
6 assist local departments in avoiding
7 discriminatory policing?

8 CHIEF MASTRONARDY: Again, I'll
9 reiterate, the key is to recruit and hire
10 concerned, educated people. As you well know,
11 I'm not -- I'm a Title 40 department in our
12 community, but civil service is still blocking
13 any education requirements.

14 When I'm hearing day in day out for
15 education, from the people that are coming on the
16 board how important it is for the young people,
17 what they learn in the school, it's not
18 necessarily what they learn in the classroom, but
19 just getting along with other people, whether it
20 be that or the military. People need some life
21 experience on how to deal with people. So I
22 would say that that is certainly one.

23 The other thing is psychological
24 testing. You know, one of the things is
25 throughout, what are the standards for

1 psychological testing for police officers in the
2 state? Our psychologist that we currently
3 contract also has a racial bias implement test
4 that is being done that is rated. I do not know
5 how many are out there. So I would think that
6 that would be the psychological testing aspect.

7 I think, again, continue as you
8 will. I know Chief Coyle has spoken about it
9 before, I think the role of the New Jersey State
10 Association of Chiefs of Police, with their
11 training aspect, has been phenomenal and has been
12 a good role model. And we'll continue to work
13 with them. I mean, our executive director
14 Mitchell Sklar has done an exemplary job in that
15 regard.

16 Mr. Harris: Thank you.

17 Mr. Johnson: Thank you.

18 Reverend Justice.

19 Rev. Justice: Thank you,
20 Chief.

21 With regard to Reverend Floyd's
22 question, what's the percentage of the population
23 relative to African-Americans?

24 CHIEF MASTRONARDY: It's less than
25 one percent in our community, but they travel

Hearing - 11/13/06

1 through our community. Those residents that live
2 in Lakewood -- Lakewood, for example, has the
3 largest Asiatic community, we have that issue.
4 So there's Lakewood and South Toms River, so we
5 do have numerous people that travel through.

6 And, as I said, based upon the
7 complaints, we have about 25 internal or
8 professional standards complaints a year, 99
9 percent are demeanor complaints. And when you
10 look at 160 officers, and, again, that's why I go
11 back to reiterate again and again, it's
12 recruitment, hiring, training, supervision.

13 Rev. Justice: The
14 recruitment office, what are some of the reasons
15 why you're not able, even though you're trying,
16 to get more minorities in? Do you have any
17 specific reasons for that, other than, you just
18 can't find them?

19 CHIEF MASTRONARDY: Reverend, come
20 join me. I'll take you with me. I've been to
21 black churches, I've been to Hispanics. For
22 example, we have a higher Asian-Indian population
23 than we do minority black population, and you
24 know what it's like to go before an Asian-Indian
25 group and say, we're looking for police officers?

Hearing - 11/13/06

1 Their culture right now is, they want to be in
2 the doctor field, the lawyer field. So I don't
3 have the answer, but the key is hiring
4 professional people, because it doesn't really
5 matter to me. At the end of the day, it matters
6 about the quality of police service you get, that
7 that person treats every individual that they're
8 important with respect and fairness.

9 Mr. Johnson: Mr. Sklar.

10 Mr. Sklar: Just one quick
11 question. You identified supervision as a key to
12 professional police services; particularly, I
13 assume you're talking about that frontline
14 supervisor on the street. What is it that your
15 department does to prepare and train your
16 frontline supervisors?

17 CHIEF MASTRONARDY: One, as I said,
18 Lieutenant Little has been a part of the
19 training. We expose them, we get them out there.
20 We have our officers in. We have two Mosques in
21 our town, we interact with those people. When we
22 have meetings with whatever group, those
23 supervisors are a part of that interaction with
24 the community. So if you know people in the
25 community, they know that they can trust them and

Hearing - 11/13/06

1 come to them, that is the one aspect of training.

2 The other one is getting involved
3 with the community. You have to be proactive
4 originally. You have to go at dealing with the
5 community and have a sense in your mission as a
6 police officer, as a department that you're going
7 to treat everybody fairly. And so, basically,
8 that's what we do. And, then, of course, in the
9 promotional process, we consider that.

10 Mr. Johnson: Thank you.

11 Mr. Stier.

12 Mr. Stier: I have no
13 questions.

14 Mr. Johnson: Mr. Weber.

15 Mr. Weber: Chief, with the
16 exception of the situation where you have a
17 BOLO, I think you would be hard-pressed to find
18 a police officer who would say that he or she
19 pulled someone over based solely on race; would
20 you agree with that?

21 CHIEF MASTRONARDY: The question is,
22 would you pull somebody over --

23 Mr. Weber: With the
24 exception of a Be On the Look Out, where they
25 specifically radio a description of a suspect,

1 I think you would be hard-pressed or maybe just
2 keep it to your police department, knowing the
3 composition of your officers, my assumption is
4 that you would be hard-pressed to find any of
5 your officers that would say, yes, I pulled this
6 person over based solely on race or based
7 primarily on race

8 CHIEF MASTRONARDY: I couldn't even
9 imagine someone saying that.

10 Mr. Weber: So what, if
11 anything, have you done to scratch beneath the
12 surface of some of these statistics that you
13 talked about? You said 99 percent of your
14 complaints are demeanor complaints. Have you
15 taken a look at those demeanor complaints to see
16 if there's a disproportionate number of
17 African-Americans or Hispanics or Asians, or
18 even, because you have a very large Jewish
19 community in Lakewood, is there a
20 disproportionate number of individuals making,
21 quote/unquote, demeanor complaints as opposed to
22 white?

23 CHIEF MASTRONARDY: No, there is
24 not, sir, there is not.

25 Mr. Weber: You've done the

1 analysis?

2 CHIEF MASTRONARDY: Absolutely.
3 Whenever a demeanor complaint comes through, it
4 crosses my desk, and if there is anything
5 whatsoever that indicates there is an issue,
6 whether bias or anything, it's taken care of.
7 That has not happened.

8 Mr. Weber: So you've done
9 a similar statistical analysis in the demeanor
10 complaints as the stop data that you provided us
11 with during your two-year study, 76 percent of
12 the stops were white, 13 percent were black, 4
13 percent were Hispanics, you grouped the demeanor
14 complaints by race also?

15 CHIEF MASTRONARDY: Did we go back
16 and do that?

17 Mr. Weber: Yes.

18 CHIEF MASTRONARDY: No, we did not.
19 But I can say that we had one officer who ha,
20 retired, and, as a matter of fact, in that case,
21 I took him off the road, but it wasn't a race
22 thing. It was, basically, he had a difficult
23 situation in handling himself professionally, and
24 we took him off the road and he subsequently was
25 retired.

1 Mr. Weber: I mean, my
2 question goes to benchmarking. When you look at
3 complaints one off, you get one complaint on your
4 desk, you take a look at it; again, I wouldn't
5 think that there would be anything readily
6 apparently from the face of the complaint, unless
7 the motorist said, they made some sort of racial
8 slur.

9 So my question goes to benchmarking,
10 do you, during a given period, six months or a
11 year, take all the demeanor complaints and then
12 categorize them according to the races involved
13 or the individual?

14 CHIEF MASTRONARDY: No, we have not.

15 Mr. Weber: And the
16 two-year study you that conducted, again, you
17 gave us the statistics, 76 percent were white, 13
18 percent were black, 4 percent were Hispanics, did
19 you do any trend or pattern analysis to determine
20 whether you had certain officers within your
21 force that were pulling over more blacks than
22 they were whites, any disproportionate --

23 CHIEF MASTRONARDY: Yes. And
24 remember, this was a couple of years ago, I
25 remember we had discussions or a staff review of

Hearing - 11/13/06

1 that, and we didn't find that. I don't have that
2 documentation in front of me, but we do have some
3 examples of the information we have.

4 Mr. Weber: You did conduct
5 the trend analysis?

6 CHIEF MASTRONARDY: We looked to see
7 if there was one particular officer who had a
8 higher ratio of stopping people of minority or
9 females, for example, and that did not show at
10 that time.

11 Mr. Weber: Thank you.

12 Mr. Johnson: Ms. Yang.

13 Ms. Yang: Thank you,
14 Chief, for being present for testimony today.
15 I just had a couple of questions for you.

16 In your department, do any of your
17 police officers undergo culture sensitivity
18 training?

19 CHIEF MASTRONARDY: We send them to
20 various training, it's not that everybody goes,
21 but there are diversity issues that we do send
22 them throughout the year.

23 Ms. Yang: Is that
24 mandatory or is it something that you do if
25 someone gets cited for racial bias, for instance?

Hearing - 11/13/06

1 CHIEF MASTRONARDY: Well, we've
2 never had anybody cited for anything of that
3 nature. The first thing we would do if there was
4 something that had arisen or was a concern, that
5 officer would immediately go for a fitness for
6 duty. I will say that our officers last year, we
7 had 17,350 hours of training at a cost of
8 \$26,000; again, I reiterate the importance of
9 training. Some of that training encompasses what
10 you're talking about or referring to.

11 Ms. Yang: And am I to
12 understand with the post-stop data, as far as
13 someone's race and age, that's done on paper; is
14 that correct?

15 CHIEF MASTRONARDY: That was done on
16 paper, and then entered into the computer.

17 Ms. Yang: So if you wanted
18 to -- I know with the State Police, they can do a
19 random sampling for a particular trooper. Now,
20 forgive me, because I'm not an IT expert, but if
21 you had a particular officer that you wanted to
22 take a look at to see what post-stop data was
23 available for this particular officer, could you
24 access that the way you have your system now?

25 CHIEF MASTRONARDY: Currently, we

1 could find -- no, we could not find that
2 information, no.

3 Ms. Yang: Thank you. I
4 have nothing further.

5 Mr. Johnson: Chief, one quick
6 question, and then we'll turn you loose.

7 CHIEF MASTRONARDY: Sure.

8 Mr. Johnson: You mentioned
9 that, in your mind, the key to managing police
10 organizations is hiring, training and
11 supervision. What are the tools, the supervisory
12 tools that you view would be helpful in helping
13 to ensure against the problem of racial
14 profiling?

15 CHIEF MASTRONARDY: Well, I think
16 number one, the prosecutor's offices could come
17 out and giving training, give case law, etcetera,
18 I think that that would be beneficial to us,
19 obviously. I also think that examples, where
20 there are violations, make people aware of them.

21 Again, you know, to this point,
22 I have to say that I'm very proud that our
23 department has not had a concern or issue in this
24 area. So I'm very proud of that fact, and I
25 think it's a tribute to the men and women of our

1 agency.

2 Mr. Johnson: But going
3 forward, and, obviously, you've got a long and
4 terrific career with the department, but going
5 forward, leaders change and people move on to
6 other things, and there will be a question or
7 could be a question of the next generation of
8 supervisors within the department. What sort of
9 schools could the next generation of supervisors
10 use to make sure that this tradition continues?

11 CHIEF MASTRONARDY: Well, again, we
12 talked about education. When I look at this
13 issue, I think back to 9/11. I don't know if
14 anybody here was in that room, but we were in
15 Atlantic City. Does anybody remember that in
16 Atlantic City? We were sitting there dealing
17 with this very issue, that very day. I get home,
18 I watch the TV and here are police and they're
19 interviewing them and they're saying, what are
20 you doing, and they're saying, I'm looking for an
21 Arab. It didn't make any sense to leave that
22 conference. So we have to look at this as the
23 big picture.

24 Again, I say, when we looked at what
25 happened at 9/11, leaving that conference as we

Hearing - 11/13/06

1 did in Atlantic City, to go home, and all of a
2 sudden, every Arab in New York City was looked at
3 differently that day, that afternoon, or if you
4 got on an airplane shortly thereafter.

5 So when we look at this issue, I
6 think we have to bring a common sense approach to
7 it. And that's why I keep going back and saying
8 quality people provide quality service. And
9 that's when you talk about your supervisors, if
10 they're hired, they're eventually going to get
11 promoted, they're going to continue, whether I go
12 or Captain Henry goes, it doesn't matter, because
13 the people coming up are going to do it as
14 professional or better than we did.

15 Mr. Johnson: Thank you.

16 If there are any other questions
17 from the committee, we have some questions from
18 the public, we will send them to you. Thanks for
19 taking the time.

20 We are going to take a very short
21 break and move on to our last panel for the day.
22 We'll start at 3:25 and go for an hour.

23 (Recess.)

24 Mr. Johnson: This next panel
25 is going to speak to us largely about

Hearing - 11/13/06

1 accreditation and licensing, although there is
2 one panelist that might get some questions about
3 local law enforcement as well. We will have
4 testimony from Professor Roger Goldman of the
5 St. Louis University School of Law, as well as
6 from Chief John Coyle, who is the chief of the
7 Egg Harbor Township Police Department and
8 president of the New Jersey Association of Chiefs
9 of Police. So we will start with on my left,
10 with Chief Coyle, and then Professor Goldman.

11 CHIEF COYLE: Now, I'm going to be
12 talking about accreditation, would you like me to
13 read my testimony?

14 Mr. Johnson: Yes, sir.

15 CHIEF COYLE: Okay. I didn't know
16 if you wanted an abbreviated version.

17 Thank you, Mr. Johnson and
18 members of the Committee. I appreciate this
19 opportunity to share some thoughts on the topics
20 under consideration by the Committee. I have
21 attempted to structure my remarks as a response
22 to the issues identified in the memo from the
23 Committee.

24 From the perspective of a chief of
25 police, sound policing practices and standards

1 are the foundation for providing fair and
2 professional law enforcement to the communities
3 we serve. These standards include the selection
4 of qualified personnel and sound policies and
5 procedures. Since the inception of modern law
6 enforcement, the police have been held
7 accountable to two entities: the public they
8 serve and the laws and oaths of their office.
9 Law enforcement officers are constantly reminded
10 of the serious ethical nature of their calling.
11 Therefore, when a young idealistic person becomes
12 a police officer, almost certainly he or she will
13 be required to swear an oath to uphold the Law
14 Enforcement Code of Ethics. The Code is
15 important to policing, contributing to its image
16 as a professional organization and engendering
17 self-respect among the officers. Most important,
18 the Code proclaims to the public a willingness to
19 uphold certain standards of behavior.

20 I'd like to talk about police
21 officer selection. Policing is a labor-intensive
22 service industry in which 85 to 95 percent of its
23 monetary expenditures are devoted to personnel
24 costs. Therefore, the most significant
25 investment police agencies make is in the

1 recruiting, testing, selecting, and training of
2 personnel. Recruiting an adequate pool of
3 applicants is an extremely important facet of the
4 policing hiring process. Former Attorney General
5 Janet Reno once stated that the police have the
6 most difficult job in America, and this is still
7 true today. This underscores the need for the
8 police agencies to attempt to attract individuals
9 who possess certain minimal qualifications and
10 justify further effort and expenditures in the
11 testing process.

12 One of the most enduring and
13 controversial issues in policing is whether
14 police officers benefit from higher education.
15 Advocates maintain that college education will
16 improve the quality of policing, in part by
17 making officers more tolerant of people who are
18 different from themselves. In this view,
19 educated officers are generally more
20 professional, communicate better with citizens
21 and make better decisions. They have better
22 writing and verbal skills. There is an abundance
23 of empirical evidence indicating that
24 college-educated police officers make better
25 police officers. Studies have determined that

1 college-educated police officers have
2 significantly fewer founded citizen complaints
3 than their non-college educated counterparts.
4 Although several law enforcement agencies in New
5 Jersey now require some level of college
6 education for entry positions, many agencies only
7 require a high school education or its
8 equivalency. New Jersey Statutes 40:A14-22
9 outlines the general qualification for members of
10 a police department and does not set forth
11 minimum educational requirements. In my personal
12 opinion, legislators should explore the
13 possibility of setting mandatory education levels
14 for police candidates. I would suggest that the
15 level for entry should be a minimum a 64 credits
16 from an accredited college or university.

17 In our state, we have two separate
18 systems for selecting police officers. For not
19 quite half of our local police agencies, the
20 Department of Personnel rules, usually referred
21 to as the Civil Service, applies. Other local
22 agencies hire and promote under the rules set out
23 in Title 40A of our statutes, as well as local
24 ordinances. In general, applicants are required
25 to undergo written examinations, job-related

1 physical agility testing, psychological
2 screening, medical and drug screening, and
3 thorough background investigations. The majority
4 of police agencies in New Jersey currently
5 complete these steps.

6 Many agencies throughout the United
7 States use polygraph examinations in their
8 selection process. Although the polygraph
9 examination has its limitations, it is still
10 considered by many police executives to be an
11 important aspect of the selection process,
12 particularly when used after the psychological
13 examinations and before character investigations.
14 Unfortunately, the New Jersey Criminal Code makes
15 it a crime for police executives to subject
16 applicants to polygraph examinations.

17 I would like to add a final point on
18 this topic. I know that I speak for my
19 colleagues when I stress the importance of
20 officer selection to the quality of police
21 service rendered to the community. This is why
22 our Association inaugurated a police services
23 entry level applications back in 1945 - our
24 organization meaning the New Jersey State Chiefs
25 of Police Association - and why we continue to

1 provide this service to police agencies around
2 the state. But we, as police chiefs, can only do
3 so much. The final decision for all police
4 officer hires, and promotions for that matter,
5 lies with local elected officials. No police
6 officer hires himself or herself. Our local
7 elected officials need to be continually reminded
8 that the quality of the officers they hire and
9 promote will be reflected on the streets and in
10 the neighborhoods of their communities.

11 Training: The police academy is a
12 major point in the career of an officer-to-be.
13 For some agencies, the police academies provide
14 the bulk of the formal training that the officer
15 will acquire during his or her career. The
16 academy also plays a significant role in shaping
17 the officer's attitude and is the beginning point
18 for the occupational socialization of the
19 officer. The New Jersey Police Training
20 Commission provides oversight and certification
21 for all of the police academies in New Jersey.
22 New Jersey does an excellent job in preparing our
23 officers to protect and serve. However, once a
24 police officer graduates from the police academy,
25 there are no requirements, other than firearms

1 qualifications and a few other mandatory
2 in-service matters for maintaining that
3 certification. There are several states that
4 require officers to complete mandatory training
5 to maintain their certification.

6 In-service training: Agency
7 in-service training varies throughout the State
8 of New Jersey. Some counties conduct in-service
9 training at their academies on topics such as
10 legal updates, use of force, police vehicle
11 pursuits, domestic violence procedures and CPR.
12 Other agencies conduct their training in-house.

13 In 2005, Attorney General Directive
14 2005-1, established an official statewide policy
15 defining and prohibiting the practice of
16 racially-influenced policing. The directive
17 required that every law enforcement agency
18 develop a policy that prohibited all sworn
19 officers and civilian employees of the agency
20 from engaging in or tolerating any practice or
21 act constituting racially-influenced policing.
22 Furthermore, every police officer in the State of
23 New Jersey was required to participate in the
24 training program developed by the Division of
25 Criminal Justice. It should be noted that the

1 training document was developed at the request of
2 New Jersey State Association of Chiefs of Police.

3 The police academies throughout New
4 Jersey offer a variety of specialized training
5 programs, including methods of instruction,
6 interview techniques, criminal investigation,
7 accident investigation, police supervision and so
8 forth.

9 The New Jersey State Association of
10 Chiefs of Police offers several training
11 programs, educational seminars and professional
12 development classes. Among other programs,
13 NJSACOP, the New Jersey State Association of
14 Chiefs of Police, conducts first line supervisory
15 training and advanced leadership training.

16 The highest level leadership
17 training program that we offer was developed in
18 1993, in conjunction with the staff of the
19 Behavioral Science Unit at the US Military
20 Academy at West Point. I am proud to say that
21 this is one of the most prestigious and
22 academically rigorous police executive leadership
23 programs in the nation. Our Association also
24 provides training programs on police ethics,
25 traffic stop procedures, sexual harassment in the

1 public safety workplace, performance evaluations
2 and other timely and important programs. The New
3 Jersey Association of Chiefs of Police also
4 offers a voluntary certified chief law
5 enforcement executive certification for those
6 chief executives that have demonstrated through
7 training, education and community involvement
8 that they meet these qualifications.

9 The basic foundation for a
10 professional law enforcement organization is the
11 establishment of sound policies and procedures.
12 These policies and procedures must be developed
13 based upon proven police practices, must be kept
14 current, and it must be adhered to by all members
15 of the organization.

16 The law enforcement accreditation
17 process is a proven modern management tool that
18 presents the agency's chief executive officer
19 with a blueprint that promotes the efficient use
20 of resources and improves the service and
21 delivery, regardless of the size, geographic
22 location or functional responsibilities of the
23 agency.

24 In 2002, the New Jersey State
25 Association of Chiefs of Police entered into an

1 alliance with the Commission of Accreditation for
2 Law Enforcement Agencies, CALEA. The alliance
3 permits the New Jersey Accreditation Commission
4 the authority to use national CALEA standards.
5 By way of brief background, CALEA was founded as
6 a consortium of the International Association of
7 Chiefs of Police, the National Organization of
8 Black Law Enforcement Executives, the National
9 Sheriffs' Association and the Police Executive
10 Research Forum.

11 The accreditation program requires
12 the agency to conduct a self-assessment by
13 complying with applicable standards and
14 developing proofs of compliance. After the
15 self-assessment, the agency must schedule an
16 on-site assessment which is conducted by outside
17 assessors who are contracted by the Accreditation
18 Commission. The Commission assessors report back
19 to the Commission with their findings. Once the
20 agency is awarded accreditation, the agency must
21 maintain compliance with the applicable
22 standards. On-site assessments are conducted by
23 the Commission every three years. The agency
24 receiving accreditation is required to submit an
25 annual report, due by its anniversary date each

1 year. The report includes a summary of the
2 agency's accreditation maintenance experiences
3 for the preceding year and a declaration of
4 continued compliance with applicable standards.

5 Of particular interest to the
6 Committee is that the New Jersey Accreditation
7 Commission and CALEA standards govern
8 biased-based profiling, use of force and internal
9 affairs procedures.

10 Accreditation is a valuable tool in
11 many ways. It requires agencies to adhere to the
12 highest and most current professional standards.
13 It forces the agency to take a long, hard look at
14 itself and how it operates. It mandates a full
15 and complete system of policies and procedures
16 and written directives. It holds the agencies
17 accountable and requires transparency and opens
18 the agency to outside scrutiny.

19 The Attorney General's guidelines
20 for internal affairs requires that all law
21 enforcement agencies investigate all complaints
22 received by the department. This naturally
23 includes complaints of biased policing. The
24 county prosecutor requires that a copy of the
25 complaint be forwarded to their office. The

1 prosecutor, as chief law enforcement officer in
2 the county, may take over the investigation,
3 conduct a cooperative investigation, or require
4 that reports be forwarded to their office at the
5 conclusion of the investigation. Additionally, a
6 quarterly and annual report is required to be
7 submitted to the prosecutor. This report is an
8 analysis of the activities intended to identify
9 any trends or any other problems that may have
10 developed. The person assigned to the internal
11 affairs function is required to report directly
12 to the chief of police.

13 The Attorney General's guidelines on
14 the use of force requires that each incident
15 involving the use of force be documented on a
16 report specifically designed for that purpose.
17 Incidents involving serious injury or death are
18 required to be immediately reported to the county
19 prosecutor. Additionally, an analysis report is
20 submitted to the county prosecutor. This
21 analysis is also used to identify trends or
22 problems.

23 Early warning systems, or early
24 intervention systems, as they are sometimes
25 called, are an area that the state can provide

1 technical assistance and guidance to local
2 departments. Such systems can be a powerful
3 management tool and an aid to the professional
4 management and leadership of law enforcement
5 agencies of all sizes. Such systems are usually
6 in the form of an electronic database, but can
7 work even with paper files. Such systems capture
8 pieces of information about officer behavior
9 early on. Such information can include the number
10 and the type of community complaints, use of sick
11 leave and a number of types of use of force
12 incidents. Such systems can be used to identify
13 officers who may be experiencing personal or
14 professional problems that are manifesting
15 themselves in unacceptable job performance. They
16 can also be used to help target resources to the
17 specific needs of the officers. An EIS can be
18 used to assist in performance evaluations,
19 assignment decisions and accountability of
20 supervisors, as well as identifying performance
21 problems to avoid future inappropriate conduct.
22 This is not only good administration, but also
23 proactive risk management. Catching problems
24 early can minimize complaints and even avoid
25 lawsuits. Just as important, such systems can be

1 used to enhance and enrich the careers of the
2 rank and file officer.

3 I would note that some sort of early
4 warning identification system is used by many
5 departments, but I would think that this presents
6 an area where the state could play a very
7 productive role in helping local agencies.

8 The in-car audio/video system is an
9 effective tool to capture data. With current
10 technology, data captured on the video system is
11 stored on a hard drive. The data is then
12 electronically transferred to the server. There
13 is no need for tapes or cassettes which require
14 special procedures for retrieving the tapes from
15 the camera, filing them into storage and
16 disposal. The data that is stored on the hard
17 drive is viewable by those authorized. Policies
18 governing the in-car audio/video should assign
19 responsibility for required random review of the
20 data. Model policies and procedures in this
21 regard could be developed at the state or county
22 level and provided to local agencies. And I
23 might note also that there is a standard in CALEA
24 that covers in-car audio/video. Likewise,
25 funding assistance for acquiring the latest and

1 best technology from the state would make it more
2 feasible for more municipalities.

3 Data collection: Currently, data
4 collection policies vary around the State. It is
5 my understanding that some counties, by way of
6 agreement with the county prosecutor and the
7 county police chiefs do, or have in the past,
8 collected traffic stop data information. For
9 more specific information in that record, I would
10 direct the committee to the county prosecutors.

11 There's a variety of computer
12 programs for computer-aided dispatch and records
13 management used in New Jersey. Some of these
14 programs capture traffic stop data and
15 performance data. However, to what degree, I do
16 not know. I believe that a survey of law
17 enforcement agencies needs to be conducted to
18 determine what programs are currently being
19 utilized. In order to ensure complete
20 compliance, I would again recommend going through
21 the county prosecutor's office.

22 The final point I would like to make
23 is about community trust and the reputation of
24 police departments. No one has a bigger
25 interest, a bigger stake or a more personal

1 identification with the reputation of local
2 police departments than the chief of police. He
3 or she is morally, ethically and legally
4 responsible for the operation and the conduct of
5 the department and its officers. Local police
6 play a very unique role in this country. We are
7 by and from the communities. Most of us spend
8 our entire careers serving the people of our
9 community. I know I speak for all of my
10 colleagues when I say that we take the issue of
11 police leadership, public safety and community
12 service very seriously.

13 Mr. Chairman, thank you for this
14 opportunity to address the Committee today, and I
15 would be happy to take any questions from the
16 committee that you may have.

17 Mr. Johnson: Thank you, Chief
18 Coyle.

19 Professor Roger Goldman.

20 PROFESSOR GOLDMAN: Mr. Chairman,
21 and members of the Committee. Thanks for the
22 opportunity to testify today.

23 I'm the Callis Family Professor of
24 Law at the St. Louis University School of Law,
25 and I've taught criminal procedure and

1 constitutional law there since 1971. For the
2 past 20 years, along with my colleague, Steven
3 Puro, I've been studying a relatively new
4 approach to ensuring law enforcement
5 professionalism, state licensing of police
6 officers.

7 Now, 43 states currently have such a
8 system, 39 of those states include State Police.
9 Of the seven states that don't license at all,
10 five are in the northeast, and New Jersey is one
11 of those states that does not license.

12 To sustain the advances made by the
13 State Police in resolving the racial profiling
14 issue, the Committee ought to recommend the
15 statewide licensing system applicable to all
16 sworn officers in the state---county, municipal
17 and state. Ideally, in our federal system, the
18 state should regulate its professions and
19 occupations, not the Federal Government.

20 It's not unusual for states to
21 consider law enforcement licensing in the context
22 of race. In two states, adoption of their
23 licensing laws came after serious racial
24 incidents. You might recall the Liberty City
25 incident in Florida in 1980, when white police

1 officers were acquitted for the alleged beating
2 to death of a black motorcyclist after a minor
3 traffic violation. And in 1977, in Minnesota,
4 several police officers were not indicted after
5 some shooting incidents, and one of the victims
6 was the son of a well-known black civil rights
7 activist.

8 Licensing is a win-win situation.
9 It professionalizes law enforcement, it protects
10 officers who have a right to expect that their
11 colleagues have the continuing ability to perform
12 their jobs in an ethical manner. And licensing
13 is a statewide mechanism that protects citizens
14 in all parts of the state in the same way that
15 states insure that other professions and
16 occupations can weed out those few professionals
17 who have seriously abused the rights of citizens.

18 We take it as a given that any
19 profession or occupation that involves
20 interaction with the public will be fully
21 regulated by a state agency.

22 Arguably, there's more of a need for
23 a system of licensing and removing the license of
24 law enforcement officers than for most of the
25 other professions now regulated by New Jersey.

1 For no other occupation has the authority to use
2 deadly force, arrests and search. And unlike
3 other regulated professionals, such as doctors
4 and lawyers, citizens don't choose their law
5 enforcement providers. The local police chief,
6 the county sheriff, the superintendent of State
7 Police puts the officers on the streets.

8 And, in addition, unlike civilian
9 review boards at the local level, they sometimes
10 interpose on the grounds that police are being
11 singled out, you don't regulate garbage
12 collectors or firemen; with respect to state
13 licensing, that's the norm for virtually every
14 other occupation.

15 Over the years, I have analyzed the
16 kinds of cases that have resulted in revocation
17 of licenses of law enforcement officers in other
18 states. A great many involve sexual assaults on
19 females, often in exchange for not arresting the
20 female driver for a traffic offense. Sam Walker
21 has written about this phenomenon known as
22 Driving While Female. Currently, in New Jersey,
23 only if the officer is convicted of or pleads
24 guilty to a crime involving dishonesty or a crime
25 of the third degree or above or a crime that

1 involves or touches on his office would he
2 forfeit his position. But licensed professionals
3 in this state, like doctors, can lose their
4 license for the commission of certain conduct;
5 there is no requirement that their first be a
6 criminal conviction.

7 Historically, local chiefs, county
8 sheriffs and state superintendents have had the
9 power to hire and fire, without additional
10 oversight. State regulation began when it was
11 determined that statewide training standards
12 needed to be implemented. This occurred in New
13 Jersey for the State Police in the early 1900s
14 and for local and county officers in 1960s. In
15 New Jersey, as the chief mentioned, municipal,
16 county and other sworn officers are given basic
17 training at academies certified by the New Jersey
18 Police Training Commission, the PTC. The
19 successful trainee receives a diploma from the
20 training academy and a certificate from the PTC
21 that the basic training course was successfully
22 completed. State Police in New Jersey have their
23 own training standards and facilities. Now, in
24 some licensing states, there's a comprehensive
25 license exam, like the bar examination for

1 lawyers, and as the chief mentioned, there are
2 continuing education requirements in other states
3 beyond the basic training that New Jersey
4 requires.

5 Aside from the training function,
6 the PTC has no other role, but in the other 43
7 licensing states, the state agency, which is
8 typically called Police Officers Standards and
9 Training Commission, POST, insures that the
10 officer meets specified qualification standards
11 and that POST is involved in overseeing that
12 hiring agencies have done background checks that
13 address the state standards. But in New Jersey,
14 that function is solely in the hands of the
15 hiring agency.

16 In the 43 licensing states, POST has
17 the power to revoke the license of officers who
18 have committed specified misconduct. And, of
19 course, the power of POST to revoke is different
20 from the power of a hiring agency to terminate
21 the employment of the officer.

22 Well, what's the need for state
23 revocation; why would a department want to hire
24 an officer previously terminated for misconduct
25 from another department? This was a question put

Hearing - 11/13/06

1 to then Commander of Internal Affairs of the St.
2 Louis Metropolitan Police Department, Clarence
3 Harmon, at a legislative hearing on Missouri's
4 proposed licensing law in the 1980s. Captain
5 Harmon replied that in 90 percent of the cases of
6 an officer fired or resigning under fire from his
7 department, the officer would apply to a
8 department in St. Louis County. And the chiefs
9 at the second department would wink at that
10 previous misconduct for strictly economics
11 reasons. The officer still had his basic
12 training certificate, so he didn't have to be
13 sent to the training academy or paid during the
14 time that he was at the academy. As damaged
15 goods, the officer did not have much leverage in
16 salary negotiations, and that's a major reason
17 why regulation of police officers cannot be left
18 solely up to hiring agencies. State oversight
19 can prevent the all too common problem of an
20 unfit officer who was dismissed or resigned from
21 one department from getting a job in another town
22 in the state only to repeat the misconduct.

23 The POSTs keep track of the
24 whereabouts of all licensed officers. When the
25 officers leave the department that hired them,

1 the department in those states must inform POST
2 of the leaving, as well as the circumstances
3 surrounding the departure. The new department
4 must inform the POST of the hearing. In
5 contrast, the NJPTC has no jurisdiction over the
6 officer once that basic certificate is issued and
7 has no idea of the whereabouts of the officer
8 once the basic training certificate is sent to
9 the officer.

10 Another advantage of a licensing
11 system is that it can address the issue of the
12 interstate movement of law enforcement officers,
13 both leaving and coming to New Jersey. Over the
14 years, in other states, there have been high
15 profile cases of officers, who engage in serious
16 misconduct in one state going to another state
17 where they're hired without the new party's
18 knowledge of the previous misconduct, and they
19 then repeat that misconduct in the receiving
20 state. To address this problem, 23 states
21 participate in the National Decertification
22 Database, the NDD, funded by DOJ and administered
23 by the International Association of Directors of
24 Law Enforcement Standards and Training, IADLEST.
25 The participating states have submitted the names

1 of 7500 officers whose licenses have been revoked
2 by POST. Now, New Jersey has no authority to
3 revoke licenses, so no New Jersey officer who has
4 been convicted of a crime and had his office
5 forfeited would appear on the NDD.

6 With respect to an out-of-state
7 officer seeking to become a police officer in New
8 Jersey, no New Jersey hiring agency can query the
9 NDD, because only an IADLEST member may query the
10 NDD. The NJPTC is the sole IADLEST member in
11 this state, but since it has no role in
12 background checks, it does not query the NDD.

13 By the end of the year, this
14 database will migrate to something known as the
15 National Decertification Index, the NDI, and then
16 a local agency, if approved by the IADLEST
17 member, may query the Index.

18 I'm going to leave with you a 2005
19 IADLEST survey of post-agencies with regard to
20 their licensing practices.

21 So, in summary, I recommend that New
22 Jersey enact a licensing law that would apply to
23 all municipal, county and state law enforcement
24 officers. Every officer should be subject to
25 licensing, from the new recruit to the chief.

1 Reporting of resignations and terminations by
2 hiring agency heads should be made to the state
3 agency. Grounds for revocation should include
4 not just conviction of a crime, but also
5 commission of statutory defined misconduct, after
6 a due process hearing. Twenty-four of the 43
7 licensing states do authorize revocation for
8 administrative reasons without the need for a
9 criminal conviction.

10 Finally, New Jersey ought to
11 participate in the NDI by submitting names of
12 officers whose licenses have been revoked and be
13 able to query the NDI whenever an out-of-state
14 officer seeks employment in this state.

15 I thank you for your attention. I'd
16 be pleased to answer any questions that you might
17 have.

18 Mr. Johnson: Thank you,
19 Professor Goldman.

20 What we'll do is, we'll start down
21 with Ms. Carroll, and we'll ask both questions of
22 Chief Coyle, as well as Professor Goldman. Each
23 questioner will have as much as five minutes, but
24 won't be penalized if they take less than that
25 time.

1 Ms. Carroll: Thank you.

2 Chief Coyle, I wonder if you could
3 answer a question for me. I believe that we
4 spoke the other day in regards to, when police
5 officers change from one agency to another; and
6 we discussed the internal reports and the MAPPS
7 system that encounters any problems that they've
8 incurred with the officer.

9 Now, I'm hearing with this licensing
10 that that doesn't occur. Can you address that?

11 CHIEF COYLE: Yes, I can address
12 that.

13 What he's talking about is two
14 different things. He's talking about a
15 certification database as opposed to, I'm talking
16 about, doing background investigations. The
17 agencies that hire have an obligation to do a
18 background investigation on their applicants. If
19 that applicant had been discharged from service,
20 the agency that discharged him can often provide
21 that information. The officers who apply to most
22 agencies sign a waiver. Those detectives who are
23 doing the background investigations can open that
24 individual's personnel file at the agency he is
25 leaving or coming from. That's what I spoke

1 about last Wednesday.

2 There is no database, per se, when
3 people leave an agency or if they're fired or
4 they leave on poor terms and just leave as
5 opposed to being fired, that does not exist.
6 But we can find those things out through
7 background investigations. Is it more convenient
8 to have a system in place where we can just do a
9 look-up and find out if he's been decertified,
10 yes; I would say there is.

11 Ms. Carroll: Thank you.

12 Mr. Johnson: Reverend Floyd.

13 Rev. Floyd: Good afternoon.

14 This question is for Chief Coyle.

15 Chief Coyle, how would the officers
16 in EHT feel if they had to be licensed by the
17 State; how do you think they would feel?

18 CHIEF COYLE: I don't think we would
19 have a problem at all. I would say that I have a
20 very professional law enforcement agency, and I
21 think that most of the agencies in New Jersey,
22 99.9 percent of our officers are very
23 professional, and they wouldn't be opposed to
24 that, because there's another benefit. We talk
25 about doing backgrounds and delicensing, what

1 about the training that they receive, this
2 post-training, that's certification, that's what
3 police officers need to keep current on
4 technology and law, so I see it as a benefit, and
5 I think they would also.

6 Rev. Floyd: Another
7 question; do you have any similar program like
8 the MAPPS program?

9 CHIEF COYLE: In my agency, we
10 don't. We have a system of collection of data.
11 We have a training database for collecting
12 training, we have a system for collecting records
13 management and we have a CAD system. They're not
14 integrated so that we can pull up a report, but
15 we do have systems in place for monitoring
16 discipline. As I spoke earlier in my testimony,
17 we're required by the prosecutor to investigate
18 all complaints that come into the agency. Not
19 only are we required to investigate them, we're
20 required to notify them of those complaints. And
21 at that point, they choose whether they get
22 involved. They can either take over the
23 investigation, send it back to us to follow up,
24 and then they require that the reports be
25 submitted to them.

1 We do an analysis of that every
2 year. We look for trends and patterns to see if
3 anybody is appearing more often than others, and
4 what types of incidents they're involved in.

5 Rev. Floyd: In the last
6 five years, have you had any incidents of bias
7 policing?

8 CHIEF COYLE: No. We've had an
9 incident reported this year. There was an
10 arrest, a motor vehicle stopped, disorderly
11 persons, there ended up being a tort notice
12 served on us and the individual withdrew the tort
13 notice. Two years ago, we had a suit pending,
14 which was alleged bias policing, it was
15 unfounded. I really don't want to discuss that,
16 there's ongoing litigation with this individual.

17 Rev. Floyd: And this
18 question is for Professor Goldman. I would like
19 to examine the political realities in New Jersey.

20 Mr. Johnson: But you only have
21 five minutes.

22 Rev. Floyd: Do you think it
23 would be difficult, Professor Goldman, to have a
24 standard procedure in the State of New Jersey?

25 PROFESSOR GOLDMAN: I think it would

1 require all of the interested parties, labor,
2 management, citizen groups sitting around the
3 table with a bunch of other states. I can tell
4 you the states that have dealt with it very
5 skillfully and politically. I think it should be
6 done and I think this is a great time to get it
7 done.

8 Mr. Johnson: Mr. Harris.

9 Mr. Harris: Dr. Goldman,
10 what are the costs associated with the licensing
11 program?

12 PROFESSOR GOLDMAN: It depends on
13 the kind of system you set up. If you are only
14 going to decertify for a criminal conviction, it
15 wouldn't take much. If you were going to do the
16 administrative route, which is what I would
17 recommend, because you do that for lawyers and
18 doctors, you would have to figure out what the
19 cost of investigators and hearing officers and
20 all of that would be. But the savings at the end
21 would be terrific, because you could get rid of
22 some people before the inevitable big-time
23 litigation would follow. But clearly, that's
24 another thing you have to look into, the costs of
25 it.

1 Mr. Harris: Typically, the
2 initial costs of the licensing is borne by the
3 individual police office or agency?

4 PROFESSOR GOLDMAN: Well, in terms
5 of the costs, there are a variety of ways that
6 they've come about. Like, Arizona adds \$10 onto
7 every traffic ticket. I mean, there are some
8 costs associated with it, that, if you get into
9 this, I can be helpful with, in telling other
10 states about it.

11 Mr. Harris: There is your
12 political reality.

13 Chief Coyle, in the records of 2001,
14 you indicated that the training program developed
15 was requested by the association. What was the
16 motivation of the association for requesting
17 that?

18 CHIEF COYLE: Well, it was the
19 things that were going on, the climate at that
20 time. Talking about profiling in the State of
21 New Jersey, and we thought it was beneficial to
22 train our people to get ahead of the curve, so to
23 speak, to put something out.

24 Mr. Harris: Has the
25 training program that's been put in place met all

1 of your expectations and requirements?

2 CHIEF COYLE: It was received very
3 well. My only comment on it was, it was long, it
4 was four hours, it was a video training program
5 that people had to sit through. Unfortunately,
6 Ron Susswein did a great job, he did a wonderful
7 job, but you couldn't question him, because, hey,
8 I think he answered most of the questions,
9 though, but it provoked a lot of thought and
10 discussion through the training periods.

11 Mr. Harris: Are there any
12 aspects of what you had hoped to accomplish by
13 the training that has not been accomplished and
14 remains to be done?

15 CHIEF COYLE: No, I just think that
16 we have to continuously train in this area.

17 Mr. Harris: Thank you.

18 Mr. Johnson: No questions by
19 Mr. Huertas.

20 Reverend Justice.

21 Rev. Justice: Thank you,
22 both Mr. Goldman and also Mr. Coyle.

23 Mr. Goldman, with regard to the
24 licensing of police officers, what effect has it
25 had in those 43 states as it relates to policing;

1 what has been some of the significant changes,
2 improvements, etcetera, etcetera, etcetera?

3 PROFESSOR GOLDMAN: Well, starting
4 at the front end, the training has been improved;
5 the standards and qualifications as to what your
6 basic requirements are has gone up. In terms of
7 the revocations, which you never had before, like
8 the state of Missouri, in Missouri, I helped to
9 get that law passed, they had 50 officers that
10 lost their license per year which means they
11 can't move from one jurisdiction to another.

12 There are a total of 19,000
13 decertifications since the beginning of the
14 program nationally, so that's some of the impact.
15 So my guess is, some of those officers, had they
16 stayed in law enforcement, would have recommitted
17 that. There's no proof of that, but that's my
18 best guess.

19 Mr. Johnson: Mr. Sklar.

20 Mr. Sklar: Good afternoon.

21 Professor, nice to see you again.

22 I have a question, to maybe some specifics from
23 you. In the last page of your testimony, you
24 talk about grounds for revocation should include
25 not just conviction of a crime, but also

1 commission of a statutorily-defined misconduct.
2 Do you have some recommendations on what that
3 misconduct would include?

4 PROFESSOR GOLDMAN: Now, this gets
5 back to an earlier question, as a part of the
6 negotiations. It can vary from gross misconduct
7 indicating an inability to be an officer, which
8 raises some arguable due process problems, to
9 very specific kinds of things, failing a drug
10 test after three times. Some states specifically
11 say, you can't carry a gun because of the
12 Lautenberg Amendment, that's grounds for it. So
13 it's very, very specific language through the
14 broader kind of language, and that's a major
15 consideration.

16 I tend to want to catch people, just
17 the way you don't want to have bad lawyers and
18 bad doctors out there, so I would tend for the
19 vaguer language, but that's a big battle that
20 you're going to have.

21 Mr. Sklar: You also
22 mentioned, after a due process hearing, what
23 would that consist of and how would that be
24 adjudicated?

25 PROFESSOR GOLDMAN: Well, I guess

1 what I would do is, how do you handle the other
2 70 licensed professions here when you yank the
3 license of a real estate agent, a lawyer, a
4 doctor; I wouldn't invent a whole new standard.
5 I would say -- and by the way, I don't know
6 enough in the state -- is the standard of proof
7 clear and convincing evidence or preponderance?
8 I wouldn't make anything more special or less
9 special for cops. And I know you've got very
10 well developed professional licensing there. I'd
11 start there.

12 Mr. Sklar: Thank you very
13 much.

14 Mr. Johnson: Mr. Stier.

15 Mr. Stier: Let me start at
16 that point, I don't know how it is in other
17 states, but in New Jersey, license revocation for
18 professionals is extremely difficult. For
19 example, revoking a teaching certification in New
20 Jersey can take five to seven years, to go from
21 filing the charges at the municipal level,
22 through the final hearings at the Commissioner of
23 Education level. And although lawyers are dealt
24 with somewhat more swiftly, most license
25 revocation proceedings in New Jersey can be very

1 slow, ponderous and ineffective.

2 How are they in other states? Do
3 the states in which licensing for police officers
4 goes on have a more streamline?

5 PROFESSOR GOLDMAN: Okay. Well, of
6 course, it depends on, if the grounds for
7 revocation was commission of certain misdemeanors
8 or felonies, that's pretty quick, because you
9 don't have to have a hearing, that's pretty
10 straightforward. I would certainly start with,
11 because it's better for your forfeiture law,
12 because at least you'll have a revocation and
13 it's put them on the data bank. As far as the
14 administrative hearing, for example, there was a
15 case in Missouri, where the officers were having
16 sex with minor girls on duty in hot tubs, it
17 wasn't criminally prosecuted, they were fired,
18 hired by another department, and within six
19 months, they lost their license. Now, they
20 weren't contesting it, you had pretty good
21 hearings.

22 My sense is, in states like Florida,
23 which is into this in a big way, doesn't do that
24 well with taking away licenses of other
25 professional, but they average 2 to 300 per year

1 for not just cops but also correctional officers.
2 I didn't get into that, that's a whole other can
3 of worms, but I would have to state also involve
4 correctional officers.

5 Mr. Stier: I see.

6 Chief Coyle, if I could ask you a
7 question, sitting here today, listening to the
8 testimony of a number of witnesses leaves me with
9 an impression that I'd like to run by you.

10 I formed the impression that we
11 can't tell in this State what the level of
12 racially-biased policing is, we just don't have
13 the data. And if we rely on the number of
14 complaints, sustained complaints of
15 racially-biased policing, we may be missing the
16 point, because police officers may be disciplined
17 for a whole variety of reasons that have nothing
18 to do with racial bias, that is the discipline
19 itself may be meted out for various forms of
20 misconduct, to excessive use of force, to conduct
21 that's a little more benign, but still not having
22 anything to do with race, and yet underlying that
23 conduct, there may be racial motivations. And
24 the impression I'm getting is that we just don't
25 know.

1 CHIEF COYLE: I would agree. I
2 think it's so hard to get inside a person's head
3 to know what they're thinking when they commit
4 these offenses or these alleged misconducts that
5 we investigate. I mean, we don't know what the
6 underlying thoughts are in the officer's head.
7 We know what the evidence presents itself.

8 Mr. Stier: And I agree
9 with you. I mean, that intent is a very
10 difficult element to prove, but we don't
11 statistically know how many cases of misconduct
12 involve police officer and victims of different
13 racial backgrounds. I mean, we can't dig that
14 out just to see in how many cases over the last
15 five years you have a police officer of one race
16 and a victim of another race in which the police
17 officer has been sanctioned for misconduct.

18 I'm correct about that; am I not?

19 CHIEF COYLE: Sure, that happens.
20 It happens with male officers against female
21 victims and so forth and female officers with
22 male victims.

23 Mr. Stier: You're
24 absolutely right. I mean, there can be a variety
25 of situations in which bias may be possible, we

1 can't isolate those cases, because we don't have
2 that data, and so there's really not even a
3 starting point for us to examine the whole body
4 of disciplinary cases in which racial bias or
5 some other form of bias may be present.

6 CHIEF COYLE: I would agree. I
7 think at some point that determination has to be
8 made whether we're going to collect the data or
9 not, and how we're going to collect it, who
10 captures the data, what the depository does it go
11 into, who analyzes. We need a baseline.

12 As you've had testimony here, some
13 departments collect it, some don't, some counties
14 require it, some don't. Until there's a uniform
15 collection of that data, and you have some data
16 that you can analyze, you're right.

17 Mr. Stier: Thank you very
18 much.

19 CHIEF COYLE: You're welcome.

20 Mr. Stier: By the way,
21 before I conclude, I appreciate the commitments
22 that the chiefs of police have demonstrated of
23 making the work of this Committee a success. I
24 believe the State Chiefs of Police Association
25 has for many years been a very, very important

1 institution in New Jersey, and I'm pleased that
2 you're supporting the effort of this Committee.

3 CHIEF COYLE: Thank you, sir.

4 Mr. Johnson: Thank you,
5 Ms. Yang.

6 Ms. Yang: Thank you,
7 Mr. Chairman.

8 Thank you, Professor Goldman and
9 Chief Coyle for being present for testimony.

10 Professor Goldman, I just had a
11 couple of questions for you. You testified that
12 you felt that a comprehensive licensing
13 examination would be beneficial for a police
14 officer to take. Now, being that I took the bar
15 exam, I have to tell you, a lot of the questions
16 they ask in the exam do not help me on a
17 day-to-day basis as an attorney.

18 So my question to you is, in this
19 particular licensing exam, would there be
20 practical questions about racial bias, internal
21 affairs; what kind of questions would these exams
22 encompass?

23 PROFESSOR GOLDMAN: I may have
24 misspoke. I think what I was trying to do was
25 just describe what a licensing system could have.

1 I would say, of the states that do licensing,
2 maybe half of those do that comprehensive
3 licensing exam. You know, as far as what should
4 go on it, I mean, it is kind of like the bar
5 exam. You did well while you were in school, but
6 should you have to be able to put it all
7 together. I think on that one, I would really
8 want to defer to what the law enforcement
9 professionals would think, but it is a
10 characteristic as you know in many
11 professions.

12 Ms. Yang: Thank you.

13 Chief Coyle, I don't know if you
14 were present for the testimony about the Office
15 of State Police Affairs or if you're familiar
16 with what their function is, but do you feel that
17 that type of entity would be beneficial to help
18 you, as a chief of police, something similar to
19 that, to help the local police chiefs carry out
20 their functions in disciplining their officers?

21 CHIEF COYLE: I couldn't answer that
22 question, because I was not here, and I'm not
23 totally 100 percent sure of what the office does.

24 Ms. Yang: I guess rather
25 than to get into that, maybe my other question

1 for you, then, would be, if you had an incident
2 of racial bias or a form of discipline, do you
3 try to take care of it on your own or do you work
4 in conjunction with the county prosecutor's
5 office to try to have it resolved?

6 CHIEF COYLE: We're mandated to work
7 with the county prosecutor. That has to be
8 immediately reported. Any incident of bias
9 policing or racial profiling has to be reported
10 to the county prosecutor's office.

11 Ms. Yang: Thank you.

12 Mr. Johnson: Thank you,
13 Ms. Yang.

14 I have questions for both of the
15 witnesses. First for Chief Coyle, going to page
16 9 of your testimony, you talked about the value
17 of the in-car audio/video systems.

18 CHIEF COYLE: Yes, sir.

19 Mr. Johnson: Am I to take it
20 that you would recommend such system to be
21 applied statewide?

22 CHIEF COYLE: Absolutely. I don't
23 think you'll find a chief that wouldn't want to
24 have one of these in his police car. After the
25 experience that the New Jersey State Police have

1 had with these in-car cameras and the stories
2 that we've heard, I think most chiefs agree that
3 it's a great tool to have, but it's the expense
4 involved. It's very difficult, municipal budgets
5 are very tight and there's no state funding,
6 there's very little federal funding anymore. So
7 I believe if there was a funding mechanism to
8 provide these, I'm sure they would put them in
9 cars.

10 Mr. Johnson: Given that it's
11 part of our charge to move to see whether or not
12 some of the tools that the State Police now have
13 can be applied to municipalities to their
14 benefit, are there other tools, other than the
15 in-car audio/video system that you would identify
16 as tools that you would like to have, subject
17 obviously to budgetary concerns?

18 CHIEF COYLE: The MAPPS system, I
19 mean, obviously, to a smaller scale. I've heard
20 many stories about it. I'm told how it
21 functions. I think law enforcement can benefit
22 from that, but, once again, budgetary constraints
23 and so forth.

24 Mr. Johnson: Thank you.

25 Professor Goldman, if you could

1 clarify a little bit on the licensing system.
2 There seems to be at least some potential for
3 tension between ordinary discipline that goes on
4 in any police department and the licensing
5 process. On the one hand, the discipline gets
6 started from a citizen's complaint or from a
7 supervisor or from another member of the police
8 agency. Challenges to a police officer's
9 licenses, how can those get started and is there
10 a potential conflict between what the licensing authority
11 says with respect to a particular violation and
12 the police agency?

13 PROFESSOR GOLDMAN: That's a great
14 question, because that does vary from state to
15 state. In some states, like Washington, they
16 cannot proceed unless there's been discipline by
17 the local agency, and it's proceeded through
18 Civil Service and arbitration, and they've
19 upheld. If that's happened, then the question
20 is, is that a revocable offense. A mere
21 termination doesn't necessarily mean -- well,
22 it's an interesting comparison, losing your job at a law
23 firm and losing your bar license. So sometimes,
24 there's a connection depending how severe the
25 discipline is.

1 In Florida, for example, the
2 punishment that you're given for the discipline
3 at the local agency could be exactly the same
4 punishment that you receive at the licensing end.
5 In other words, it could be like a slap on the
6 wrist, a suspension, and they say, hey, that's
7 enough, this does not rise to the level of
8 yanking your license. Only the most serious
9 offenses are going to make you lose your license.

10 Mr. Johnson: With respect to
11 the states that have the licensing regime, have
12 you done an analysis of the relative number of
13 complaints against police officers before the
14 licensing regime was put in place and compared it
15 with the level of complaints after the licensing
16 regime was put in place?

17 PROFESSOR GOLDMAN: Now, here is the
18 closest I've come to, a lot of states have what
19 amounts to, at the licensing end, in effect a
20 probable cause hearing, and so it can go there,
21 and unless a panel or commission finds that
22 there's probable cause, it won't go any further.

23 In terms of when you have to report,
24 in Florida, for example, if there's suspected
25 revocable action, just reasonable suspicion of

1 it, you have to report to the Commission, but I
2 haven't done that kind of analysis.

3 Mr. Johnson: Or the more
4 systemic analysis, on day one, there's no
5 licensing committee, and you have 25 complaints
6 per every 3,000 officers, on day 5, the licensing
7 regime comes into place, has anyone looked to
8 see, at day 20, whether or not the rate of
9 complaints against officers is higher or lower?

10 PROFESSOR GOLDMAN: No, it's kind of
11 related to Reverend Justice's question too, which
12 is, what has been the impact of the licensing
13 system. It's kind of hard to prove a negative.
14 I don't know, if you didn't have that system,
15 what it would be like. Just intuitively, you
16 would think that, if you're going to have a
17 system in here and you could lose your license,
18 that has to improve the level of law. Ask Sam
19 Walker that question.

20 Mr. Johnson: We will.

21 Any other questions?

22 Thank you both very much for taking
23 the time on this very soggy day to come down and
24 speak with us.

25 We will adjourn until next Tuesday,

Hearing - 11/13/06

1 the 21st, when we will be at the New Jersey State
2 Museum starting at 11 a.m.

3 (TIME NOTED: 4:22 p.m.)

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

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

C E R T I F I C A T E

I, ELIZABETH M. KONDOR, a Certified
Shorthand Reporter, License #XI001172, and a
Notary Public of the State of New Jersey, do
hereby certify the foregoing to be a true and
accurate transcript of my original stenographic
notes taken at the time and place hereinbefore
set forth.

ELIZABETH M. KONDOR, C.S.R.

Dated: Friday, November 17, 2006

Hearing - 11/13/06

#33 [1:22]
#xi001172 [273:6]
\$
\$10 [256:6]
\$26,000 [222:8]
0
08690 [1:23]
1
1,079 [205:24]
1,363 [17:25]
1:00 [7:12]
1:45 [7:14]
100 [14:15] [15:7] [52:9]
[146:18] [266:23]
100,000 [38:3]
102 [14:8,10] [42:9,11]
[43:19]
11 [8:17,18] [272:2]
125 [203:9] [210:9]
13 [1:14] [205:25] [219:12]
[220:17]
14 [29:13,15] [77:20] [133:13,
,16]
14th [77:20]
15 [82:7] [164:8,12] [171:24]
[172:1] [188:10] [202:22]
150 [192:21]
16 [171:25] [183:23]
160 [209:24] [215:10]
164 [4:5]
17 [14:3] [42:8,9,11,16,23]
[43:1,6] [273:25]
17,350 [222:7]
18 [164:12] [192:18]
1800 [174:11,12]
19,000 [258:12]
1900 [192:18]
1900s [245:13]
1945 [230:23]
1960s [245:14]
1971 [242:1]
1977 [243:3]
1978 [203:4]
1980 [242:25]
1980s [247:4]
1992 [208:15]
1993 [233:18]
1994 [203:14]
1995 [89:14]
1997 [75:18] [81:18] [89:20]
1999 [5:14] [6:13] [73:12]
[76:14] [77:3]
1r [13:19] [42:7]
2
2 [204:11,13] [261:25]

2,520 [17:22]
2:00 [164:11]
20 [165:1] [179:14] [242:2]
[271:8]
2000 [18:24] [19:14,16]
[180:25] [204:2,11]
2001 [18:24] [89:15,20]
[91:7] [171:23] [181:6]
[188:14] [191:3] [204:13]
[256:13]
2002 [18:25] [77:20] [173:20]
[181:10] [234:24]
2003 [18:25] [28:21] [29:3]
[115:11] [138:9]
2004 [18:18] [116:5] [205:18]
2005 [18:18] [76:22] [97:14]
[232:13,14] [249:18]
20051 [232:14]
2005-1 [232:14]
2006 [1:14] [18:19] [273:25]
2007 [132:11]
202 [4:8]
21 [172:11]
21st [8:17] [272:1]
226 [4:14]
2277 [1:22]
23 [248:20]
24 [183:14]
241 [4:17]
25 [215:7] [271:5]
272nd [202:14]
3
3,000 [271:6]
3,154 [17:18]
3,883 [18:11]
3:25 [225:22]
30 [23:7] [74:7] [141:19]
[164:8] [210:11]
300 [203:7] [261:25]
32 [202:22,23]
324 [210:7]
33 [165:4]
350 [192:20]
368 [1:24]
39 [242:8]
4
4 [205:25] [219:12] [220:18]
4:22 [272:3]
4:30 [1:15] [7:14]
40 [213:11]
40:a14 [229:8]
40:a1422 [229:8]
40:a14-22 [229:8]
40a [229:23]
410 [1:22]
43 [202:19] [206:18] [242:7]
[246:6,16] [250:6] [257:25]
45 [7:13] [58:11]
45minute [7:13]
45-minute [7:13]

5
5 [3:5] [271:6]
50 [38:2] [183:19] [258:9]
500 [77:2]
503 [18:8]
51,680 [18:19]
6
60 [183:20] [192:1]
609 [1:24]
632 [71:11] [79:11,14]
64 [229:15]
65 [16:2]
7
7 [8:17,18] [52:21]
70 [192:2] [260:2]
7500 [249:1]
76 [205:25] [219:11] [220:17]
8
80 [159:6]
800 [1:24]
8003687652 [1:24]
800-368-7652 [1:24]
85 [14:5] [42:9,11] [43:7]
[227:22]
9
9 [3:12] [267:16]
9/11 [224:13,25]
9:45 [1:15] [7:11]
90 [3:18] [174:9] [247:5]
95 [14:15] [227:22]
95,000 [202:19]
989 [1:24]
9899199 [1:24]
989-9199 [1:24]
99 [215:8] [218:13]
99.9 [252:22]
A
a.m [1:15] [8:18] [272:2]
abatement [155:1]
abbreviated [226:16]
abiding [98:17,22]
ability [34:23] [50:1] [112:10,
,19,20] [123:25] [124:9]
[127:7] [131:10] [190:18]
[193:20,25] [243:11]
able [7:17] [39:10] [44:14]
[57:2] [90:10] [119:14]
[127:7] [128:20] [131:19]
[160:18] [175:16] [189:25]
[215:15] [250:13] [266:6]
above [244:25]
absolutely [33:11] [42:12]
[48:9] [144:3] [195:24]
[196:5] [202:1] [219:2]

[263:24] [267:22]
abundance [228:22]
abuse [109:1] [112:13]
abused [243:17]
abusive [85:17]
academic [34:16,23] [69:17]
[127:3,11]
academically [233:22]
academicbased [34:16]
academic-based [34:16]
academics [93:19]
academies [231:13,21]
[232:9] [233:3] [245:17]
academy [15:19] [23:4]
[24:2,3,9] [33:20] [51:5]
[52:1,21] [63:14,15,21]
[99:12] [140:1] [151:4]
[161:11] [175:11] [179:10,17]
[199:9] [200:21] [201:1]
[231:11,16,24] [233:20]
[245:20] [247:13,14]
academys [23:21]
accept [35:5]
acceptable [182:22]
access [60:8,13,17,18,24]
[61:4,8,10,14,21] [62:11,19]
[63:1] [114:23] [119:10]
[190:19] [222:24]
accident [233:7]
accommodate [47:8]
accompanied [18:12]
accomplish [257:12]
accomplished [257:13]
accordance [21:5]
according [220:12]
accountability [22:21]
[23:6] [71:3] [84:10,12]
[90:15] [91:3] [93:1,8]
[112:11] [117:11] [128:4]
[129:6] [130:18] [155:4]
[161:13] [238:19]
accountable [84:18] [129:12]
[227:7] [236:17]
accreditation [4:10] [7:7]
[22:1,4] [226:1,12] [234:16]
[235:1,3,11,17,20,24]
[236:2,6,10]
accredited [229:16]
accuracy [13:21,25] [42:7]
accurate [273:9]
accurately [43:21] [49:5]
accusing [152:17]
achieve [84:19]
achievement [133:20]
achieving [97:10] [119:1]
acquire [231:15]
acquiring [239:25]
acquitted [243:1]
across [29:17,18] [36:9]
[159:2]
act [66:5] [109:16] [232:21]
acted [171:2]
acting [195:6]
action [20:14] [21:22,24]
[88:18] [91:16] [93:21,25]
[96:25] [149:20] [170:21]

[198:24] [270:25]
actions [6:7] [20:8] [41:17]
 [76:4] [94:23] [96:16,21,23]
 [98:9,13] [100:10] [101:10
 ,19,25] [145:10]
active [182:21]
activist [243:7]
activities [21:4] [184:1]
 [237:8]
activity [25:21] [42:19,20,22]
 [43:3,5,9] [94:11] [104:7]
acts [143:10]
actual [19:21] [47:12] [48:4]
 [81:8,17] [170:1]
actually [17:8] [30:5] [43:16]
 [53:18] [56:4] [57:4] [81:19]
 [83:8] [88:17] [103:11]
 [111:12] [112:6,20] [115:20]
 [116:25] [117:5] [120:4]
 [122:7] [123:13] [140:11]
 [141:7] [144:22] [151:5]
 [158:17] [159:24] [163:22]
 [171:25] [183:12]
ada [210:12]
add [26:8] [43:7] [168:24]
 [230:17]
added [23:13] [116:6]
addition [14:17] [54:2]
 [70:7] [71:6,10] [117:25]
 [125:24] [130:17] [142:12]
 [143:9] [146:15] [152:4]
 [155:7] [173:19] [244:8]
additional [7:2] [37:5]
 [43:6,15] [49:5] [70:4]
 [82:10,18] [87:19] [89:6]
 [110:3] [112:22] [167:24]
 [188:17] [245:9]
additionally [21:7] [237:5,19]
addons [26:8]
add-ons [26:8]
address [5:16] [24:7] [34:7]
 [90:13] [94:20] [99:1]
 [105:22] [111:22] [112:10,17]
 [136:4] [152:22] [154:16,21]
 [155:3,25] [156:10] [172:23]
 [173:1] [174:15] [195:14]
 [200:12] [241:14] [246:13]
 [248:11,20] [251:10,11]
addressed [33:19] [43:8]
 [106:7] [129:15] [131:1]
addresses [121:11] [141:3]
addressing [25:13] [140:25]
adds [43:14] [256:6]
adequate [114:23] [119:1]
 [228:2]
adequately [37:6]
adhere [236:11]
adhered [118:16] [234:14]
adherence [148:1]
adjourn [271:25]
adjudicate [74:19]
adjudicated [81:1] [259:24]
adjudication [10:8] [28:4]
 [33:4] [36:11] [76:24]
administered [248:22]
administration [24:19]
 [238:22]
administrative [24:21]
 [57:19,21] [58:7] [125:14]
 [250:8] [255:16] [261:14]
administrator [211:8]
admirable [94:6]
admissible [182:19]
admit [132:25]
adopted [186:5]
adoption [242:22]
ads [211:16]
adult [151:17]
adults [194:9]
advanced [83:25] [137:20]
 [233:15]
advances [242:12]
advantage [248:10]
adventure [162:12]
adverse [160:13]
advice [20:25] [58:13]
advisory [1:2] [5:4] [109:13]
 [125:3]
advocate [65:11] [107:16]
advocated [32:9] [34:15]
 [35:19] [46:2] [48:11]
 [68:23]
advocates [228:15]
advocating [67:4]
affairs [6:10] [7:4] [10:7]
 [11:6,12] [12:14,17] [18:15]
 [20:2,7] [23:12] [28:3,8,13]
 [29:4] [31:9] [36:17] [40:15
 ,17] [41:3,14,22] [55:20]
 [56:23] [60:1] [62:3,5]
 [63:14,17] [65:6,22] [66:17
 ,22] [67:20] [75:24] [80:14,16
 ,20] [93:8] [110:21] [112:18]
 [116:7] [117:17] [118:1]
 [121:10] [137:5] [157:6]
 [159:23] [160:5] [165:13,22]
 [166:2,22] [168:4] [176:6,15]
 [192:14,15] [194:18,20,22]
 [195:5] [197:10] [200:24]
 [201:2] [236:9,20] [237:11]
 [247:1] [265:21] [266:15]
affirmative [43:21]
african [144:14] [146:24]
 [159:11] [184:24] [187:8]
 [189:11] [214:23] [218:17]
africanamerican [144:14]
 [184:24] [187:8] [189:11]
african-american [144:14]
 [184:24] [187:8] [189:11]
africanamericans [146:24]
 [159:11] [214:23] [218:17]
african-americans [146:24]
 [159:11] [214:23] [218:17]
afternoon [7:16] [25:7]
 [126:11] [132:20,22] [164:
 23] [171:17,18] [172:14,16]
 [184:9,10] [208:8] [209:19
 ,21] [225:3] [252:13] [258:20]
afterwards [172:6]
ag [83:4]
again [5:1] [9:12] [25:12]
 [30:25] [35:18] [42:6]
 [47:16] [48:17] [52:3] [60:21]
 [63:22] [70:12] [79:17]
 [84:14,22] [85:1] [89:8]
 [94:23] [103:3,6] [104:15,18
 ,21] [109:14] [110:14]
 [111:8] [112:13] [113:19]
 [114:17,25] [119:18] [121:
 6,13] [123:17] [124:8]
 [130:4] [131:2,4] [133:21]
 [135:8] [136:3] [138:13,17]
 [141:3] [146:8] [147:1]
 [149:15] [159:4] [178:2]
 [180:4] [189:19] [193:11,25]
 [194:13] [196:4] [197:22]
 [198:8] [200:14,19] [211:7]
 [212:2] [213:8] [214:7]
 [215:10,11] [220:4,16]
 [222:8] [223:21] [224:11,24]
 [240:20] [258:21] [268:22]
against [21:20] [37:24]
 [57:12] [72:1] [73:10]
 [77:3,4] [93:14] [170:21]
 [180:14] [189:8] [223:13]
 [263:20] [270:13] [271:9]
age [191:11] [222:13]
agencies [6:2] [22:2] [36:14]
 [47:25] [48:5] [93:19]
 [96:14] [99:1,5,10,17,24]
 [101:22] [102:9] [105:8,21]
 [107:3,6] [108:21] [109:3,6
 ,7] [111:9] [115:4,8] [117:15]
 [120:1,2,9,15,19] [130:11]
 [137:4] [139:17] [141:9]
 [152:6] [154:1,10,25]
 [160:17] [163:8,12] [173:9]
 [183:14] [196:2] [205:12]
 [227:25] [228:8] [229:4,6,19
 ,22] [230:4,6] [231:1,13]
 [232:12] [235:2] [236:11,16
 ,21] [238:5] [239:7,22]
 [240:17] [246:12] [247:18]
 [251:17,22] [252:21]
agency [46:4] [61:1] [68:18]
 [85:1] [105:13] [106:20,24
 ,25] [107:6,21] [108:1,3,9]
 [111:24] [114:9,24] [115:13]
 [116:3,10,17] [117:13]
 [118:1] [119:1,12,13,19]
 [120:21] [129:13] [146:8]
 [147:4] [150:20] [151:23]
 [157:11] [160:8] [167:9,10]
 [173:14,15] [183:9] [203:1]
 [224:1] [232:6,17,19]
 [234:23] [235:12,15,20,23]
 [236:13,18] [243:21] [246:
 7,15,20] [249:8,16] [250:2,3]
 [251:5,20,24] [252:3,20]
 [253:9,18] [256:3] [269:8,12
 ,17] [270:3]
agencys [96:19] [108:7]
 [115:14] [125:12] [234:18]
 [236:2]
agent [260:3]
aggregate [24:16] [25:11]
 [41:23] [88:19] [149:24]
aggressive [98:5] [103:10]
 [153:18,21] [199:1]
agility [210:12] [230:1]
ago [159:5] [186:2] [200:22]
 [206:9] [220:24] [254:13]
agree [92:1] [201:21] [217:20]
 [263:1,8] [264:6] [268:2]
agreed [132:5]
agreement [91:13,17,23]
 [92:7,12] [95:18] [97:7]
 [123:9] [129:3,4,17] [131:14
 ,16] [132:4,9,10,16] [142:4]
 [143:5] [240:6]
agreements [57:24] [92:3]
 [123:12]
ags [47:22] [165:25]
ahead [256:22]
aic [24:21] [25:7]
aid [195:20] [238:3]
air [155:19]
airplane [225:4]
albany [126:20]
albuquerque [114:1,11]
 [116:20]
alerts [25:4]
alexander [41:9,11] [56:1,7
 ,8,21] [58:3,12] [63:8,20]
 [64:8,16] [65:14] [67:7]
allegation [74:22,23,24]
 [149:11] [165:7,11] [167:22]
 [180:14] [181:19] [184:20]
 [190:7] [192:14] [197:6]
allegations [108:25] [113:9]
 [115:22] [116:8] [117:20]
 [137:25] [138:14] [145:23]
 [165:15] [167:17] [172:3]
 [183:23] [184:13] [188:11,17
 ,18,20] [189:2,19,21] [200:
 11]
alleged [192:5] [243:1]
 [254:14] [263:4]
alliance [235:1,2]
allow [61:8] [142:17,18]
 [143:2]
allowed [47:5] [142:24]
 [199:15]
almost [51:19] [52:12]
 [97:25] [108:16] [122:18]
 [174:11] [192:18] [227:12]
alone [19:6]
along [28:2] [72:10] [78:4,16]
 [88:14] [117:1] [181:1]
 [208:2] [213:19] [242:2]
alphabetical [30:6]
already [48:16] [54:24]
 [99:4] [132:2]
alternatives [155:5]
although [6:22] [46:1]
 [88:1] [111:10] [116:1]
 [123:13] [145:16] [170:14]
 [186:12] [226:1] [229:4]
 [230:8] [260:23]
always [87:7] [124:10]
 [130:10] [131:1] [134:11]
am [10:4] [142:6] [165:17]
 [186:6] [187:4] [222:11]
 [233:20] [263:18] [267:19]

ambiguous [102:18]
amendment [259:12]
america [228:6]
among [187:18] [195:5] [227:17] [233:12]
amongst [82:9]
amount [35:6] [75:13] [92:18] [96:9] [113:21] [154:17] [158:8,9] [200:4,9]
amounts [270:19]
analogy [116:10] [138:21]
analysis [11:20] [12:1,9] [23:4] [25:8] [33:16] [34:22] [78:16] [79:20] [81:2] [85:18] [88:7,21,25] [97:16] [102:12,16] [127:1,8] [149:15,24] [193:6] [219:1,9] [220:19] [221:5] [237:8,19,21] [254:1] [270:12] [271:2,4]
analyst [41:21]
analysts [25:9] [26:10]
analytical [87:19] [147:20]
analyze [30:25] [34:24] [86:11,13] [192:5] [264:16]
analyzed [205:22] [244:15]
analyzes [264:11]
ancillary [47:12]
and/or [127:15]
angeles [111:2,11,13] [141:2] [160:4] [178:7]
anniversary [235:25]
annual [72:25] [76:20,22] [235:25] [237:6]
anomalies [25:12]
anomaly [51:7,8] [52:14] [53:2]
answer [16:20] [17:4,10] [30:20] [38:14,16] [39:10] [59:7] [80:14] [88:7] [102:12] [121:14] [123:1] [135:2] [147:21] [149:22] [154:13,21] [155:9] [197:19] [201:21] [216:3] [250:16] [251:3] [266:21]
answered [43:21] [136:13] [149:3] [257:8]
answering [125:14]
answers [17:5,7] [30:8] [64:2] [121:21,24] [150:1] [201:4]
anticipate [7:18]
anticipated [102:18]
anybody [167:20] [222:2] [224:14,15] [254:3]
anymore [142:18] [268:6]
anyone [7:23] [75:17] [78:11,15] [80:8] [144:23] [190:20] [192:3] [271:7]
anything [25:5] [79:8] [110:2] [194:1] [218:11] [219:4,6] [220:5] [222:2] [260:8] [262:22]
anywhere [34:18]
apart [78:24] [80:1,17]
apartment [140:17]

apologize [202:6]
apparently [220:6]
appear [125:8] [249:5]
appearance [125:13] [171:1]
appeared [53:3]
appearing [9:13] [254:3]
appellate [58:16,17] [59:2] [64:24] [109:16] [124:25]
applicable [235:13,21] [236:4] [242:15]
applicant [251:19]
applicants [228:3] [229:24] [230:16] [251:18]
application [210:6,17]
applications [230:23]
applied [101:17] [109:3] [151:18] [163:20] [267:21] [268:13]
applies [104:15] [229:21]
apply [203:8] [247:7] [249:22] [251:21]
appointed [161:4]
appoints [107:21]
appreciate [10:1] [29:24] [47:17] [55:15] [90:9] [148:23] [178:1] [226:18] [264:21]
approach [23:1] [147:20] [152:13,18] [225:6] [242:4]
approaches [21:21] [130:18] [151:18] [152:11]
appropriate [12:10] [20:18,23] [21:23] [66:23] [99:21] [105:12] [131:18,21]
appropriately [52:11]
approval [45:20]
approved [67:22] [249:16]
approximately [183:19] [192:1]
april [132:1,9]
arab [224:21] [225:2]
arbitration [269:18]
area [101:21] [121:5] [176:13] [194:15] [195:15] [223:24] [237:25] [239:6] [257:16]
areas [6:16] [29:7,9] [98:17] [146:21] [153:16] [154:3] [207:1]
arent [161:24] [189:3,12]
arguable [259:8]
arguably [243:22]
argue [64:23]
arise [66:19]
arisen [222:4]
arizona [256:6]
arose [87:11]
around [90:18,22] [93:5] [99:14] [103:19] [108:14] [121:4] [141:8] [147:15] [149:17] [231:1] [240:4] [255:2]
arrest [191:9] [254:10]
arrested [140:22] [189:20]
arresting [244:19]
arrests [154:23] [191:5,6] [244:2]
arrive [14:13]
arrow [47:21]
arson [89:25]
asian [215:22,24]
asianindian [215:22,24]
asian-indian [215:22,24]
asians [218:17]
asiatic [215:3]
aside [60:21] [100:12] [207:13] [246:5]
ask [7:18,20,23] [8:9] [30:14] [62:9] [68:2] [78:12] [87:6] [95:4] [110:5] [122:16,25] [125:6] [133:2,4] [149:3] [166:25] [170:1] [172:20] [194:16] [206:9] [250:21] [262:6] [265:16] [271:18]
asked [5:18,23] [47:6] [63:6] [132:7] [138:15] [143:17] [188:22] [191:19] [203:16]
asking [8:24] [68:3] [77:12] [80:9] [85:7] [104:8] [150:6,7] [206:14]
asks [87:5]
aspect [207:14] [214:6,11] [217:1] [230:11]
aspects [11:9,10] [83:23] [148:9] [174:15] [257:12]
assault [86:1]
assaults [244:18]
assess [115:18] [132:3] [145:25]
assessing [95:6] [100:9] [101:23] [110:20] [116:18] [118:9]
assessment [22:18] [24:6] [51:5,24,25] [52:22] [117:1] [124:25] [125:23] [134:7] [138:10,16] [146:16] [148:12] [151:10] [157:2] [235:16]
assessments [235:22]
assessors [235:17,18]
asset [57:24]
assign [197:15] [239:18]
assigned [23:23] [24:6] [28:2] [29:9,11] [37:19] [55:17,19] [56:23] [57:6] [65:10,19] [66:4] [68:7,9] [237:10]
assignment [115:24] [140:2] [238:19]
assignments [138:17]
assimilate [40:9]
assist [6:1] [21:18] [165:22] [213:6] [238:18]
assistance [84:20,22] [238:1] [239:25]
assistant [4:4] [89:23] [164:16] [165:18]
assists [57:1]
associate [3:17] [89:19]
associated [17:17,21] [18:20] [21:11] [69:17] [71:18] [194:1,14] [199:1] [255:10] [256:8]
associates [1:20] [115:17] [138:15]
association [4:13] [181:2] [211:15] [214:10] [226:8] [230:22,25] [233:2,9,13,23] [234:3,25] [235:6,9] [248:23] [256:15,16] [264:24]
assume [37:6] [168:16] [193:14,24] [195:1] [216:13]
assuming [37:7] [188:18]
assumption [218:3]
assurance [11:15,16] [12:6,12] [15:15] [19:20,23] [22:9] [23:10,14,15,19] [26:20] [27:17] [28:1] [29:23] [36:7] [40:11] [41:25] [50:7] [55:5] [56:13] [60:7,11,23] [61:7] [62:21,24] [64:8] [67:7,14,16] [70:8,10] [118:5] [148:5]
assure [61:16] [203:15]
assured [81:8]
atlantic [224:15,16] [225:1]
attempt [88:7] [228:8]
attempted [226:21]
attempting [149:17]
attend [142:19]
attending [5:5]
attends [169:1]
attention [250:15]
attitude [161:13] [171:4,5] [207:25] [231:17]
attorney [3:17] [5:24] [16:24] [20:24] [27:5] [35:14,16,22,25] [41:5] [46:8] [48:23] [53:19,22] [58:3] [59:19] [64:4,6,7] [83:20] [84:22] [89:19,23] [91:2] [95:21] [112:3] [133:25] [135:13] [151:9] [157:13,16] [165:12] [173:4] [175:17] [186:5] [188:23] [194:5] [195:9,19] [201:1,10] [212:6] [228:4] [232:13] [236:19] [237:13] [265:17]
attorneys [17:3] [18:14] [26:10] [31:8] [41:4,8] [46:7] [65:9] [66:4,18] [68:7] [72:10] [163:15]
attract [228:8]
audio [167:18] [169:12] [176:20] [178:17]
audio/video [239:8,18,24] [267:17] [268:15]
audiotape [166:7]
audit [21:20] [34:12,13] [69:5] [80:16,20,23,24] [81:7,22,23] [82:2] [108:24] [116:16] [119:25] [122:18] [137:13]
auditing [11:9] [12:2,5] [26:18] [27:21] [50:21] [60:12,16,21] [61:23] [62:11,19,25] [68:18] [69:12] [71:2] [93:9] [101:14]

Hearing - 11/13/06

[122:24] [123:25] [136:18]
auditor [27:2] [30:19] [31:4]
 [32:5] [34:20] [35:10,21,25]
 [44:19,21] [45:8,12,25]
 [46:4,13,24] [47:1,5,20]
 [48:3,21] [83:2,17] [84:3]
 [93:3] [110:25] [111:4,5]
 [112:9] [113:16,17,21]
 [114:3] [123:15,22] [124:14]
 [125:20] [126:2] [127:15]
 [135:15] [157:1,22]
auditors [31:17,24] [46:18]
 [108:23] [111:19] [112:6]
 [115:6] [123:22]
audits [81:21] [118:3,6]
 [119:20,24] [120:3,4,8,13]
august [132:11]
authorities [124:5]
authority [45:13] [107:8]
 [108:3,7] [110:12] [111:9]
 [113:5,20] [123:23] [138:5]
 [235:4] [244:1] [249:2]
 [269:10]
authorize [250:7]
authorized [166:20] [239:17]
automated [193:5]
available [8:1,2,15,21]
 [24:25] [90:7] [151:6]
 [186:24] [187:22] [195:17]
 [222:23]
avenue [167:4]
average [32:21,23] [261:25]
avoid [175:25] [238:21,24]
avoiding [213:6]
awarded [235:20]
aware [56:24] [83:19,21]
 [84:2] [126:22] [137:4]
 [199:12] [210:19] [212:18]
 [223:20]
awareness [16:25] [23:5]
 [24:15] [192:25]
away [63:17] [66:9] [92:12]
 [261:24]
awry [145:14]

B

b10 [34:4]
b-10 [34:4]
back [11:6] [16:21,22]
 [18:24] [19:3,4] [27:19]
 [33:20] [36:17] [38:25]
 [39:21] [43:14] [47:10]
 [50:5] [51:9,17,19,22]
 [53:1,4] [57:17] [58:24]
 [64:2] [67:18] [77:11,19]
 [79:6] [82:2,13,16,23]
 [92:13] [114:8] [119:15]
 [134:17] [144:25] [147:25]
 [148:6] [164:9,11] [169:14]
 [179:9,18,25] [180:6,7]
 [185:13,17,19] [186:15]
 [199:15] [203:13] [204:2]
 [206:6,11] [215:11] [219:15]
 [224:13] [225:7] [230:23]
 [235:18] [253:23] [259:5]
background [6:12] [34:19,21]
 [68:17,22] [69:9,10,16,20]
 [90:3] [163:19] [176:8]
 [230:3] [235:5] [246:12]
 [249:12] [251:16,18,23]
 [252:7]
backgrounds [252:25]
 [263:13]
backing [119:12] [137:2]
 [158:6,8]
backlash [155:11]
bad [62:23] [259:17,18]
badge [53:3]
balance [43:4]
balances [30:18]
bank [261:13]
bar [190:17] [245:25] [265:14]
 [266:4] [269:23]
base [24:23]
based [12:8] [13:25] [14:22]
 [45:22] [75:14] [77:24]
 [94:24] [106:9] [133:6]
 [135:4,8] [136:4] [146:4]
 [149:4] [156:8,21] [186:17]
 [191:20,22] [202:21] [204:
 10] [215:6] [217:19] [218:6]
 [234:13]
baseline [74:25] [264:11]
basic [30:15] [117:8] [234:9]
 [245:16,21] [246:3] [247:11]
 [248:6,8] [258:6]
basically [39:16] [42:14]
 [50:20] [57:5,20] [73:8]
 [143:13] [164:21] [167:1]
 [168:5] [202:15,24] [204:14]
 [205:11] [217:7] [219:22]
basis [14:10] [38:2] [93:21,24]
 [99:7] [109:12] [115:18]
 [119:8,22] [129:20] [170:16]
 [185:8,23] [186:3] [194:24]
 [197:17] [265:17]
basket [71:20]
bat [34:8] [56:11]
battle [259:19]
beach [206:19]
bear [98:23]
beat [133:2]
beating [243:1]
became [203:12] [208:15]
become [27:15] [46:19]
 [144:2] [249:7]
becomes [88:24] [124:23]
 [227:11]
bed [79:16]
began [245:10]
begin [7:1] [152:3]
beginning [51:18,20] [99:16]
 [231:17] [258:13]
behalf [9:24]
behaving [187:25]
behavior [94:21,24] [105:11]
 [145:11] [160:14] [187:1,5]
 [227:19] [238:8]
behavioral [233:19]
behest [135:23]
behind [146:3]
belief [44:11]
believe [9:15] [49:18] [65:4]
 [78:5,9] [80:22] [82:17]
 [83:12] [95:1] [120:6]
 [126:20] [169:23] [176:7]
 [181:6] [183:19] [192:20,21]
 [240:16] [251:3] [264:24]
 [268:7]
believes [34:21]
below [86:8] [87:20]
bench [140:6]
benchmark [205:7,10]
benchmarking [220:2,9]
beneath [218:11]
beneficial [204:6] [223:18]
 [256:21] [265:13] [266:17]
benefit [52:6] [103:16]
 [228:14] [252:24] [253:4]
 [268:14,21]
benefited [164:4]
benign [262:21]
best [11:19] [12:5] [15:17]
 [21:20] [27:14] [46:5,9]
 [84:18] [158:3] [177:1]
 [240:1] [258:18]
beta [49:21]
better [10:17] [22:9] [25:25]
 [41:18] [55:18] [56:19]
 [57:2] [61:25] [88:19]
 [95:14] [129:12] [134:19,20]
 [135:22] [149:12] [152:18]
 [225:14] [228:20,21,24]
 [261:11]
beyond [30:18] [118:7]
 [143:20] [179:7] [188:9]
 [246:3]
bias [88:4] [90:15] [93:12]
 [94:18] [95:6] [96:18]
 [97:22] [99:11] [102:14]
 [139:20] [141:3] [150:4,11
 ,19] [165:18,19] [173:13]
 [175:12,13] [179:11] [180:
 3] [183:23] [184:18] [185:5]
 [198:3,5,7,9] [199:11]
 [200:7] [208:10] [212:5]
 [214:3] [219:6] [221:25]
 [254:6,14] [262:18] [263:25]
 [264:4,5] [265:20] [267:2,8]
biased [93:24] [149:13]
 [187:3,7] [188:11] [189:4,8]
 [190:11] [192:11] [236:8,23]
biasedbased [236:8]
biased-based [236:8]
biases [96:16] [152:20]
biasfree [90:15] [93:12]
 [95:6] [99:11] [150:19]
bias-free [90:15] [93:12]
 [95:6] [99:11] [150:19]
big [156:2] [224:23] [255:22]
 [259:19] [261:23]
bigger [240:24,25]
biggest [133:7]
bigtime [255:22]
big-time [255:22]
bit [53:12] [77:6] [82:25]
 [93:1,10] [109:4] [115:1]
 [118:5,12] [122:17,20]
 [129:1] [157:23] [201:14]
 [269:1]
bj [159:5]
black [6:11] [98:1] [100:19,20]
 [205:25] [210:3] [215:21,23]
 [219:12] [220:18] [235:8]
 [243:2,6]
blacks [97:23] [102:21]
 [220:21]
block [15:24] [52:23,24]
 [53:1] [87:4] [175:12]
blocking [213:12]
blown [137:17]
blue [205:19]
blueprint [234:19]
board [23:3] [25:15,20,23]
 [38:18] [39:4,13,15,23]
 [52:18] [56:2] [63:10]
 [110:8,15] [125:3,6] [126:13
 ,22] [159:2] [213:16]
boards [28:21] [39:18]
 [108:19] [109:11,14,22]
 [115:5] [124:24] [147:15]
 [244:9]
body [22:6] [84:6] [125:3]
 [156:21] [169:19] [210:13]
 [264:3]
boise [110:25]
bolo [217:17]
book [119:24] [120:10]
borderline [198:16]
borders [206:22]
borne [24:3] [182:17] [183:
 9] [256:2]
bottom [102:12] [130:12]
 [149:19] [161:10]
box [43:23]
branch [48:18]
breach [131:8,9] [142:5,12]
 [143:6,13]
breaches [142:9] [143:12]
break [7:13] [82:8] [86:24,25]
 [164:8] [225:21]
breath [92:12]
brief [42:17] [183:12] [235:
 5]
bright [17:7]
bring [16:21] [94:18] [96:15]
 [97:8] [106:24] [116:23]
 [127:11] [139:23] [154:25]
 [162:24] [225:6]
bringing [116:15]
broad [17:6] [24:23] [94:4]
broadbased [17:6]
broad-based [17:6]
broader [79:4] [259:14]
brought [6:13] [11:6] [16:22]
 [39:18,23] [97:12] [115:16
 ,21] [117:6,23] [120:1]
 [130:23] [138:14] [142:11]
brown [2:4] [30:9,12] [31:20]
 [82:21] [83:7] [84:4] [121:17]
 [122:2] [124:17] [126:6]
 [168:20,23] [169:2,9]
 [171:12]

Hearing - 11/13/06

bubbles [60:6]
buck [15:22]
budget [48:7] [127:23]
budgetary [268:17,22]
budgets [268:4]
building [25:1] [168:23]
bulk [231:14]
bunch [39:13] [140:10]
 [255:3]
burden [49:1] [98:24]
bureau [10:8,9] [11:8,15,16]
 [12:7,12] [15:15] [17:1,14]
 [19:20,21,22,23] [22:9]
 [23:11,14,15,16,19] [26:20]
 [27:18] [28:2,3,4] [29:23]
 [33:5] [36:7,12,25] [37:8]
 [38:13,16] [40:11] [42:1]
 [50:8] [55:6] [56:13] [60:7,23]
 [61:7] [62:21,24] [64:9]
 [66:14] [67:7,14,16] [70:8,10]
 [110:21] [116:6] [118:6]
 [159:1] [205:1]
business [27:16] [92:13]
 [140:5] [147:25] [148:6]
busy [57:25]
buzz [196:25]

C

c.s.r [273:17]
cad [26:12,14] [87:13]
 [253:13]
cadets [140:1]
calea [21:25] [22:3,13]
 [26:23,25] [235:2,4,5]
 [236:7] [239:23]
caleas [22:4]
calendar [18:18,19]
california [116:2,9] [120:6,8]
 [138:22] [141:9]
californians [116:5]
call [58:9] [74:6,18] [79:19]
 [87:14] [110:25] [118:8]
 [123:20,21] [124:4] [140:14,
 15] [157:1] [166:14] [188:11]
 [209:14]
called [13:18] [36:13] [52:23]
 [64:21] [66:2] [72:5] [91:16]
 [110:24] [123:11,14] [141:
 2] [173:12] [237:25] [246:8]
callin [140:15]
call-in [140:15]
calling [42:23] [87:14]
 [227:10]
callis [241:23]
calls [129:18,24] [130:2]
 [206:15]
camden [1:11,13] [28:23]
camera [166:5] [167:16]
 [176:25] [185:16] [239:15]
cameras [49:19,21] [51:14]
 [176:19] [177:17] [183:13,21]
 [207:15,21] [268:1]
campus [1:11] [168:22]
candid [152:8]
candidate [203:15]

candidates [203:8,10,22]
 [210:8] [229:14]
canine [12:24] [18:6] [20:10]
cannot [17:6] [94:9] [137:16]
 [182:22,24] [247:17] [269:
 16]
cant [9:3] [16:20] [49:3]
 [94:7] [95:8] [164:25]
 [180:2] [186:6,7,8] [198:18]
 [199:12] [201:3] [215:18]
 [258:11] [259:11] [262:11]
 [263:13] [264:1]
canvas [176:12]
capabilities [176:18]
capability [127:1,6] [209:9]
capacity [108:6] [127:7]
captain [3:9,10,11] [9:15,20,
 23] [10:4,7,10,19,23]
 [11:1] [30:2,20] [32:8,19]
 [33:3,6,22] [34:11,14]
 [35:18] [36:10] [37:9]
 [38:14,24] [39:9,12] [40:13]
 [41:18] [42:1,6,12] [44:8,18]
 [45:16] [46:21] [48:9]
 [49:10,20] [50:16,17]
 [51:3] [54:6,11] [55:9,16,21,
 22,24] [56:24] [57:4,5]
 [59:17] [60:5,15] [61:10,24]
 [63:12,22] [64:13,20]
 [65:3,24] [66:10,13,16]
 [67:9,15] [68:6,21] [69:25]
 [70:5,17] [71:4,10] [72:4,17]
 [73:3,13,17] [74:2,17]
 [75:14,21] [76:19] [77:9,14]
 [78:17] [79:1,10] [80:12]
 [81:5] [82:5,18,22] [83:6,12]
 [84:11] [85:14] [86:16,24]
 [87:3,9] [89:4] [118:4]
 [148:10,21] [156:16] [204:
 25] [225:12] [247:4]
captains [9:17]
capture [238:7] [239:9]
 [240:14]
captured [18:17] [87:13,16]
 [239:10]
captures [264:10]
capturing [19:1]
car [42:21] [51:21,22] [74:24]
 [166:5] [185:16] [187:11]
 [191:20] [192:10] [206:6]
 [207:22,23] [267:24]
card [8:3]
cards [7:25] [8:7]
care [44:8] [205:3] [219:6]
 [267:3]
career [25:18] [224:4] [231:
 12,15]
careers [239:1] [241:8]
carmelo [2:9]
carried [55:7] [118:18]
carroll [2:5] [31:21,22]
 [32:15] [126:9,10] [127:13]
 [128:9] [171:15,16,19]
 [172:9] [208:4,7] [209:8,18]
 [250:21] [251:1] [252:11]
carry [68:8] [108:6] [180:2]

[259:11] [266:19]
cars [118:9] [176:25] [207:22]
 [268:9]
case [58:8] [75:2] [78:18,20]
 [79:21] [98:22] [108:4]
 [117:17] [121:2] [142:11]
 [153:23] [184:18] [185:4]
 [186:23] [194:24] [197:21]
 [219:20] [223:17] [261:15]
casebycase [194:24]
case-by-case [194:24]
cases [17:8] [57:22] [58:23]
 [59:1,2] [76:24] [85:8,20]
 [86:11,19,21] [88:16]
 [112:22] [113:12,13] [124:
 1,3] [153:16] [171:20]
 [188:24] [244:16] [247:5]
 [248:15] [263:11,14] [264:
 1,4]
cassettes [239:13]
catch [259:16]
catching [238:23]
categories [77:8]
categorize [220:12]
categorized [85:21,22]
 [86:6] [120:24] [188:6]
 [189:4]
category [77:7] [80:7]
 [189:18]
caught [54:8] [180:11]
cause [99:23] [146:1] [170:
 7] [186:12,17,25] [191:15]
 [270:20,22]
ccrb [110:12]
ceasefire [29:13]
cellphone [208:24]
cellphones [7:21]
census [102:21]
center [1:21] [23:10] [24:20,
 22] [25:3] [27:18] [28:10]
 [117:2] [141:1,7]
centers [76:1]
certain [38:10] [51:13]
 [80:4] [98:14] [120:23]
 [148:8] [152:11] [220:20]
 [227:19] [228:9] [245:4]
 [261:7]
certainly [90:16] [92:9]
 [93:1] [95:8] [99:2] [102:18,
 20] [103:22] [107:15]
 [108:14,21] [109:21] [112:
 8] [120:15] [123:5] [126:24]
 [137:1] [138:8] [139:15]
 [148:7] [157:25] [159:14]
 [161:17] [206:20] [208:1]
 [213:22] [227:12] [261:10]
certificate [245:20] [247:12]
 [248:6,8]
certification [173:16] [174:
 8] [231:20] [232:3,5] [234:5]
 [251:15] [253:2] [260:19]
certified [174:13] [234:4]
 [245:17] [273:5]
certify [273:8]
chain [150:20]
chair [32:13] [39:1] [62:14]

[82:22] [122:3] [169:3]
chairman [2:3] [9:24] [30:13]
 [32:18] [50:15] [53:10]
 [71:11] [80:13] [85:7]
 [87:18] [153:2] [158:14]
 [180:18] [184:8] [196:10]
 [241:13,20] [265:7]
challenge [94:19] [113:13]
 [130:25] [134:4,11] [190:1,
 2,3]
challenges [92:15] [107:4]
 [130:16] [269:8]
chance [149:13] [151:1,14,15]
 [164:2]
change [33:14] [45:21]
 [46:15] [61:3] [62:15,16]
 [71:8] [107:5] [119:5]
 [122:23] [130:6] [131:3]
 [160:25] [161:9] [224:5]
 [251:5]
changed [32:1] [46:15]
 [122:11]
changes [32:4] [45:10,14]
 [46:19] [48:19] [53:13]
 [55:13] [70:4] [84:25]
 [129:18] [130:1] [162:1,19]
 [212:12,21] [258:1]
changing [92:21] [130:20]
 [131:3]
chaplain [27:13]
character [163:2] [230:13]
characteristic [266:10]
characteristics [163:7]
characterization [184:13]
 [187:5]
characterize [188:5]
characterized [98:3] [185:4,
 6]
characterizing [188:2]
charge [5:7,8] [56:2,3]
 [139:10] [212:17] [268:11]
charged [12:11] [116:4]
 [175:23]
charges [57:12] [81:10]
 [190:1] [260:21]
chart [62:18]
chases [207:18]
check [43:15] [51:22] [52:11]
 [57:10]
checked [56:6]
checking [43:23]
checklist [170:1]
checklists [119:23]
checks [30:18] [246:12]
 [249:12]
chicago [139:18]
chief [4:7] [10:8] [28:5]
 [33:5] [35:22] [48:24]
 [83:20] [84:23] [111:21]
 [114:11,14] [119:6,14]
 [124:14] [127:19] [130:8]
 [137:9] [161:23] [170:20,24]
 [173:7,15] [176:22] [179:25]
 [198:22] [199:5] [201:15,16]
 [202:1,5,23] [203:12]
 [206:8] [207:20] [208:7,12]

Hearing - 11/13/06

,13,15,16] [209:12,20,21,24]
 [210:2,7,18,22] [211:2,5]
 [212:8,15,24] [213:8]
 [214:8,20,24] [215:19]
 [216:17] [217:15,21] [218:
 8,23] [219:2,15,18] [220:14
 ,23] [221:6,14,19] [222:1,15
 ,25] [223:5,7,15] [224:11]
 [226:6,10,11,15,24] [234:4
 ,6,18] [237:1,12] [241:2,17]
 [244:5] [245:15] [246:1]
 [249:25] [250:22] [251:2,11]
 [252:14,15,18] [253:9]
 [254:8] [256:13,18] [257:2
 ,15] [262:6] [263:1,19]
 [264:6,19] [265:3,9] [266:13
 ,18,21] [267:6,15,18,22,23]
 [268:18]
chiefs [4:13] [92:10] [109:17]
 [163:1] [174:13] [181:2,11]
 [204:3,4] [214:10] [226:8]
 [230:24] [231:2] [233:2,10
 ,14] [234:3,25] [235:7]
 [240:7] [245:7] [247:8]
 [264:22,24] [266:19] [268:
 2]
choose [14:25] [244:4]
 [253:21]
chooses [68:25]
chosen [14:23] [176:22,23]
chris [3:9] [10:4]
church [89:25]
churches [215:21]
cincinnati [3:16] [89:13]
 [91:12,22] [92:19] [97:5,23]
 [100:4] [110:12] [128:13,20]
 [130:13] [133:5,8] [134:2]
 [142:5] [143:24] [144:11,23]
 [158:20] [159:16]
circuitous [185:15]
circumstance [94:3,17,19]
 [116:12]
circumstances [5:10]
 [75:3] [78:20] [92:16]
 [101:18] [170:5] [199:6]
 [248:2]
cited [221:25] [222:2]
cities [29:14,15] [89:14]
 [95:16] [98:1] [112:4]
 [134:18] [156:13] [175:7,8]
citizen [32:21,23] [33:18]
 [102:1,4] [105:10] [109:15
 ,22] [110:10,11] [111:16]
 [112:14] [113:5] [114:5,12]
 [117:21] [124:25] [125:5]
 [129:9] [134:20] [144:8]
 [145:15] [162:15] [183:7]
 [184:23] [229:2] [255:2]
citizens [33:10] [98:17]
 [182:23,25] [209:8] [228:20]
 [243:13,17] [244:4] [269:6]
city [3:16] [28:23] [89:12]
 [97:8] [98:2,17] [100:23]
 [104:16] [108:4,17] [110:13]
 [111:10,19,20] [116:20]
 [131:5] [132:5,14,18]
 [139:18] [143:4,15,24]
 [154:25] [160:2,4] [224:15
 ,16] [225:1,2] [242:24]
civil [59:2] [65:7] [72:6,11]
 [73:14,15] [89:21,24]
 [90:4] [91:4,9] [163:16]
 [183:3] [213:12] [229:21]
 [243:6] [269:18]
civilian [45:13] [72:10]
 [93:6] [105:7] [108:19]
 [109:10] [110:7,15] [115:4]
 [124:24] [125:2] [126:13,21]
 [232:19] [244:8]
civilly [66:20]
clarence [247:2]
clarification [142:3]
clarify [269:1]
class [15:23] [52:22,25]
 [53:1,5] [72:7] [91:15]
 [175:10,12] [179:10,16]
 [202:16]
classes [20:18] [233:12]
classroom [211:21] [213:18]
clear [35:5] [97:21] [99:5]
 [136:19] [156:9] [186:19]
 [260:7]
clearly [45:3] [73:4] [93:14]
 [255:23]
clerical [200:17] [205:4]
client [28:11]
climate [256:19]
close [91:1] [121:13] [168:3]
closed [113:12] [124:2]
closest [80:14] [138:21]
 [270:18]
closing [153:12]
co [56:3] [63:9,11,12,19]
 [64:6,10,12,14]
cochair [63:11,19] [64:6,10]
co-chair [63:11,19] [64:6,10]
cochairs [56:3] [63:9,12]
 [64:12,14]
co-chairs [56:3] [63:9,12]
 [64:12,14]
code [227:14,18] [230:14]
codification [32:9] [47:9]
 [48:12]
codified [19:19] [32:11]
 [45:4] [46:1] [48:17] [52:8]
 [148:13]
codify [48:15]
codifying [49:1]
collaborative [91:16] [97:6
 ,11] [129:17] [132:10]
 [144:5]
colleague [147:19] [242:2]
colleagues [67:8] [117:24]
 [147:17] [230:19] [241:10]
 [243:11]
collect [30:24] [181:4,13,15]
 [190:19] [204:23] [205:13]
 [264:8,9,13]
collected [180:23] [181:5]
 [190:4,5,13,15] [191:3]
 [240:8]
collecting [120:21] [136:21]
 [204:15] [205:17] [253:11,12]
collection [11:10] [12:1]
 [30:22] [102:1,7,10] [103:16]
 [149:18] [180:24] [181:7,8]
 [182:2] [184:12] [190:16]
 [204:1] [240:3,4] [253:10]
 [264:15]
collectively [54:13]
collectors [244:12]
collects [193:4]
college [140:19] [203:17,19
 ,25] [228:15,24] [229:1,5,16]
collegeeducated [228:24]
 [229:1]
college-educated [228:24]
 [229:1]
colleges [34:17]
colonel [58:4,13] [66:7]
colonels [59:22]
combined [78:6] [174:6]
coming [67:18,24] [69:12]
 [82:22] [97:14] [143:4]
 [161:19] [162:11] [202:18]
 [203:23] [213:15] [225:13]
 [248:13] [251:25]
command [59:21] [150:21]
commandant [63:14,20]
commander [13:8] [137:9,12]
 [247:1]
commanders [16:9] [23:25]
 [58:8] [142:23] [204:19]
 [207:17]
commanding [70:13]
commands [21:18]
command [95:20]
commendable [133:19]
 [151:19] [183:1]
commended [90:12]
comment [44:9] [187:10]
 [208:20] [209:5] [257:3]
comments [6:18] [9:7]
 [106:23] [149:5] [212:18]
commission [22:1] [40:2]
 [46:25] [47:2] [58:7] [76:8]
 [110:8] [111:2] [114:12,15]
 [231:20] [235:1,3,18,19,23]
 [236:7] [245:4,18] [246:9]
 [250:5] [259:1] [261:7]
 [270:21] [271:1]
commissioner [260:22]
commissions [109:11]
commit [95:2] [140:23]
 [263:3]
commitments [264:21]
committed [95:2] [246:18]
committee [1:2] [5:4,6]
 [6:23] [8:20] [16:23] [24:10]
 [30:4,6] [34:12,13] [63:23]
 [67:23] [73:7] [82:3,11,17]
 [85:3] [90:13] [91:21]
 [109:20] [110:4] [111:22]
 [153:11] [158:2] [163:6]
 [164:3] [173:23] [225:17]
 [226:18,20,23] [236:6]
 [240:10] [241:14,16,21]
 [242:14] [264:23] [265:2]
 [271:5]
committees [8:12,22]
 [9:5] [90:24] [151:7]
committing [95:3]
common [51:16] [174:2]
 [187:17] [225:6] [247:19]
communicate [228:20]
communication [47:10]
 [100:13,17] [101:1,2]
 [139:3] [171:4]
communications [100:15,25]
 [162:15]
communities [29:11,21]
 [90:21] [104:8] [135:24]
 [153:10,18] [154:6] [183:17]
 [227:2] [231:10] [241:7]
community [27:12] [28:8,13
 ,18,19,20,21,22] [29:4,6,19]
 [89:22] [91:19] [96:22]
 [97:18] [101:3] [103:22]
 [106:13] [107:14,16,18]
 [115:2] [118:21] [129:14]
 [130:3,4,19,20] [134:25]
 [136:5] [140:20] [141:24]
 [142:1] [144:1,14] [147:15]
 [150:9] [155:17] [162:16]
 [182:14] [202:13,14,17]
 [203:24] [204:6,8] [206:21]
 [213:12] [214:25] [215:1,3]
 [216:24,25] [217:3,5]
 [218:19] [230:21] [234:7]
 [238:10] [240:23] [241:9,11]
comparable [211:1]
compared [102:20] [134:9]
 [146:18,24] [270:14]
comparing [133:5]
comparison [71:12] [128:21]
 [269:22]
compensate [154:4,11]
compilations [97:19]
complainant [166:3,9,10]
 [167:9,23] [181:21] [184:20]
 [187:7]
complainants [86:17]
 [144:8]
complaining [88:16]
complaint [32:23] [33:13,23]
 [34:6] [51:16] [72:11]
 [74:20] [78:21] [87:6]
 [102:4] [106:16] [109:15,17]
 [110:11] [115:14] [124:25]
 [125:5] [134:20] [144:9]
 [145:7,17] [159:25] [168:5]
 [172:5] [184:24] [197:23]
 [208:13,14] [209:10,14,17]
 [219:3] [220:3,6] [236:25]
 [269:6]
complaints [33:9,11,18]
 [72:15] [73:1,9,14,15]
 [75:23] [76:7] [86:20]
 [87:1] [104:7] [105:11,23]
 [110:10,13] [111:17] [112:
 14] [113:6] [114:5] [117:22]
 [125:25] [129:9] [145:2]
 [171:20,24] [172:23] [173:
 2] [174:25] [175:3] [180:8]

Hearing - 11/13/06

[183:7] [208:10] [215:7,8,9] [218:14,15,21] [219:10,14] [220:3,11] [229:2] [236:21,23] [238:10,24] [253:18,20] [262:14] [270:13,15] [271:5,9]

complete [87:3] [166:23] [177:12] [230:5] [232:4] [236:15] [240:19]

completed [76:23] [173:10,17] [184:21] [245:22]

completely [70:3,7] [172:1]

compliance [21:12,24] [92:3] [95:12,20] [122:10] [131:8,15] [132:6] [133:18] [159:25] [235:14,21] [236:4] [240:20]

compliant [15:7]

complicated [102:17]

complied [135:18]

comply [194:4] [195:13]

complying [235:13]

component [38:19] [188:8] [189:3,15]

components [122:22]

composition [54:5] [218:3]

comprehensive [12:7] [71:5] [76:6] [245:24] [265:12] [266:2]

comprehensively [12:4]

comprised [16:23] [20:5] [39:13] [54:1]

computer [20:15] [50:3] [74:25] [193:14] [222:16] [240:11,12]

computer-aided [20:15] [240:12]

computer-aided [20:15] [240:12]

computerized [74:21]

conceivably [85:21]

concept [48:2]

concern [38:8] [78:15] [138:3] [139:11] [155:21] [160:13] [206:15] [222:4] [223:23]

concerned [65:2] [190:11] [206:25] [213:10]

concerning [118:20]

concerns [16:14] [82:4] [92:8] [99:2] [103:24] [104:1] [106:23] [120:20] [163:17] [173:25] [182:23] [268:17]

conciliator [143:10,17]

conclude [264:21]

concluding [167:13]

conclusion [34:1] [185:7] [237:5]

conclusions [167:7,8,12] [182:7]

concrete [75:10]

concur [167:6,12]

conduct [13:4,11] [15:25] [20:7] [21:7] [52:4] [71:2] [87:23] [97:9] [101:23] [112:21,24] [165:6] [166:1,8] [172:8] [173:25] [176:11] [182:18,19] [184:16] [185:11,20] [186:14] [193:6] [197:6,8] [199:1] [221:4] [232:8,12] [235:12] [237:3] [238:21] [241:4] [245:4] [262:20,23]

conducted [12:3] [13:7,10] [18:10] [38:3] [42:15] [43:9,17] [77:23] [91:7] [103:18] [115:11] [119:21] [170:10,19] [177:13] [192:4] [198:14] [200:23] [220:16] [235:16,22] [240:17]

conducting [20:19] [21:3,4] [52:10] [78:5,10] [80:23] [108:10] [167:20]

conducts [13:6,9] [55:21] [80:16] [117:19] [233:14]

conduit [20:21]

conference [204:5] [224:22,25]

conferences [23:7]

confidence [158:22]

conflict [40:23] [183:3] [269:10]

conflicted [59:23]

conflicting [103:20]

conflicts [59:13]

conjunction [17:22] [54:23] [181:11] [233:18] [267:4]

connection [63:7] [72:23] [85:12] [191:3] [269:24]

cons [109:23]

consent [5:13,22] [6:13] [12:24] [18:7] [20:11] [24:4] [33:7] [45:18,23] [53:18] [95:12,17] [105:2] [123:10] [131:20] [135:5,18] [147:22,24] [148:4] [156:23] [191:5,20] [193:7] [195:8,13]

consequence [212:22]

consider [126:18] [131:21] [160:12] [176:4] [213:5] [217:9] [242:21]

consideration [226:20] [259:15]

considered [9:6] [230:10]

consist [259:23]

consistent [77:17] [100:10] [119:23] [120:9]

consistently [16:7]

consists [19:23]

consortium [235:6]

constant [19:13]

constantly [27:18] [34:9] [79:12,18,23] [227:9]

constituency [22:23]

constitutes [199:13]

constituting [232:21]

constitutional [75:19] [88:23] [100:10] [157:18] [163:17] [242:1]

constitutionally [43:11] [78:6,10]

constraints [268:22]

consultant [117:1,7]

consulting [89:13]

consume [59:8]

contact [12:23] [42:15,17] [43:19] [87:12,16,23] [165:16,17] [192:16] [197:10,17]

contacts [18:20] [19:10] [38:1] [87:10]

contemplate [46:17]

contesting [261:20]

context [17:3] [65:18] [94:3] [149:11] [156:7] [183:25] [242:21]

continually [231:7]

continue [7:12,14] [11:8] [12:20] [19:22] [25:10] [30:22] [32:4,14] [38:10] [46:3] [67:11] [92:6] [131:11] [135:23] [148:9] [193:12] [214:7,12] [225:11] [230:25]

continued [236:4]

continues [90:21] [132:15] [153:6] [161:6] [224:10]

continuing [15:13] [55:12] [243:11] [246:2]

continuous [37:4]

continuously [257:16]

contract [111:12] [214:3]

contracted [235:17]

contractor [116:23]

contrast [248:5]

contribute [153:11]

contributing [227:15]

control [127:22]

controls [21:17]

controversial [182:16] [228:13]

convenient [252:7]

convicted [138:2] [244:23] [249:4]

conviction [245:6] [250:4,9] [255:14] [258:25]

convincing [260:7]

cooperate [114:24] [124:20] [172:6]

cooperation [45:24] [125:13]

cooperative [237:3]

coordinate [11:25] [29:16] [84:7]

coordinated [84:5] [89:15,24]

coordinators [23:22]

cop [98:20]

copies [19:2]

cops [162:7,9,13] [260:9] [262:1]

copy [76:8] [182:6] [236:24]

core [23:4] [25:8] [27:13] [114:20]

corner [98:7] [140:3,4,10,14]

corporate [1:21]

corporation [34:19] [68:17,25] [69:1] [97:12]

correct [9:20] [37:9] [42:23] [48:9] [53:20] [54:4] [64:23] [73:16] [83:6] [142:6] [186:6,10] [187:4] [189:15] [195:2,4] [196:14] [222:14] [263:18]

correcting [13:22]

correctional [116:5,12] [138:23] [262:1,4]

corrective [21:22] [30:25]

correctly [120:22] [127:16]

correlate [98:16]

correlated [103:2,3]

correlation [44:6,12]

corresponds [15:20]

corroborating [166:10]

corzine [90:11]

cost [48:4] [49:8,14,19,24] [50:4,8] [182:20] [194:1,13] [200:18] [222:7] [255:19]

costs [227:24] [255:10,24] [256:2,5,8]

couldnt [147:2] [178:6] [198:17] [200:18] [218:8] [257:7] [266:21]

council [111:20] [203:13]

counsel [41:12,13] [56:9] [64:18] [65:20,21] [66:5] [89:23] [111:13]

counseled [52:19]

counseling [196:16]

counted [189:13]

counterparts [229:3]

counties [112:4] [165:1] [168:8] [173:8] [232:8] [240:5] [264:13]

county [36:9] [37:24] [90:18,23] [93:5] [99:15] [103:20] [108:14] [121:4] [141:8] [142:2] [149:17] [153:9] [241:6]

county [4:5] [108:5,17] [111:11] [164:16,19,24] [165:3] [168:6] [171:21] [172:10,12,13] [173:7,18,22] [174:10,12] [175:5,8] [179:14] [180:21,23] [181:2] [182:2,13] [183:14,20] [192:1,3,19,22] [193:4,18,20] [194:10] [195:18] [196:1,3] [198:22] [200:3,25] [236:24] [237:2,18,20] [239:21] [240:6,7,10,21] [244:6] [245:7,14,16] [247:8] [249:23] [267:4,7,10]

countys [201:9]

couple [7:10] [22:20] [32:20] [63:6] [81:23] [105:6] [107:24] [109:6] [115:5] [128:12] [133:4] [139:17] [150:24] [159:21] [196:13] [200:22] [220:24] [221:15] [265:11]

course [23:23] [54:8] [73:25] [85:19] [86:12] [95:11] [107:21] [130:22] [134:4] [188:12] [198:23] [210:13] [217:8] [245:21] [246:19]

- [261:6]
courses [15:18,24] [16:2]
court [5:13,23] [91:10]
 [116:13] [131:8,9,25]
 [136:6] [142:6,14] [143:12
 ,17]
courtappointed [91:10]
court-appointed [91:10]
covered [133:2]
covers [137:8] [239:24]
cowboy [162:13]
coyle [4:11] [214:8] [226:6,10
 ,11,15] [241:18] [250:22]
 [251:2,11] [252:14,15,18]
 [253:9] [254:8] [256:13,18]
 [257:2,15,22] [262:6]
 [263:1,19] [264:6,19]
 [265:3,9] [266:13,21]
 [267:6,15,18,22] [268:18]
cpr [232:11]
crackdowns [155:20]
crafting [99:17]
create [45:22] [153:20]
 [157:11,19]
created [11:14] [13:19]
 [26:5] [51:24] [53:18]
 [63:23] [65:23] [66:17]
 [110:19] [112:4] [173:10,23]
creation [11:8] [19:21]
 [110:18]
credence [158:10]
credibility [107:13,20]
 [108:7]
credible [117:16]
credits [229:15]
crest [1:21]
crime [95:3] [98:3,8] [103:1
 ,23] [104:13,17,23] [120:20
 ,21] [121:1,2] [153:16,19]
 [154:3,16,21] [155:8,12,14
 ,22] [175:13] [179:11]
 [180:4] [183:2] [198:10,14
 ,16,17] [199:13] [230:15]
 [244:24,25] [249:4] [250:4]
 [258:25]
crimes [120:23] [121:2]
 [194:9] [199:11]
criminal [56:25] [57:7,11,12]
 [65:8,10] [66:23] [94:11]
 [153:10] [197:6,8] [198:12]
 [230:14] [232:25] [233:6]
 [241:25] [245:6] [250:9]
 [255:14]
criminality [57:10]
criminally [57:17] [261:17]
criteria [24:12] [163:7]
critical [12:22] [13:18]
 [14:24] [15:9,12] [18:5]
 [20:8] [107:25] [153:8]
 [176:15]
cross [100:1,21]
crosscultural [100:1]
cross-cultural [100:1]
crossed [167:3]
crosses [219:4]
crossracial [100:21]
cross-racial [100:21]
crux [69:12]
cultural [161:1]
culture [92:21,22] [161:5]
 [216:1] [221:17]
cumbersome [205:12]
current [15:10] [40:9] [48:12]
 [53:13] [61:3,12] [62:13]
 [70:5,9] [95:9] [151:3]
 [157:3] [210:6] [234:14]
 [236:12] [239:9] [253:3]
currently [10:5] [12:19]
 [14:16] [15:16] [19:18]
 [20:1] [22:10,15] [23:17]
 [26:6,11] [29:6,13] [31:6,7]
 [35:7] [36:10,16] [37:17]
 [40:10] [41:7] [45:17]
 [55:10,19] [56:1,22] [60:16
 ,24] [80:12] [83:16] [89:12]
 [91:10] [207:5] [214:2]
 [222:25] [230:4] [240:3,18]
 [242:7] [244:22]
curriculum [150:25] [151:11]
 [212:5]
cursorly [151:20]
curve [256:22]
custom [174:3]
cut [48:7] [122:1]
cutting [11:18]
cycle [24:3]
-
- D**
-
- dag** [41:9,10,11,15] [42:2]
 [55:19] [56:1,6,8,20,21,24]
 [57:6,20] [63:8,20] [64:3,8
 ,16] [65:13] [66:6] [67:7]
dags [54:4,19] [55:10,14,17]
 [56:22] [57:6] [58:22]
 [63:7] [65:7] [80:19]
daily [129:20] [197:17]
daldell [41:10,15] [42:2]
 [55:19] [56:20] [57:20]
 [67:9,10]
damaged [247:14]
dampen [104:12]
data [12:1] [19:1] [24:17]
 [25:11] [30:22,24] [34:24]
 [35:6] [41:23] [47:7] [71:18]
 [76:17,21] [77:2] [78:12]
 [88:6,13] [102:1,7,10,17,21]
 [103:16] [134:6] [149:18]
 [180:23,24] [181:5,7,8,9,15
 ,18,20] [182:2] [183:10]
 [187:21] [189:17] [190:12,15
 ,16] [191:2,4] [193:4,13]
 [204:1,16,22,23] [205:5,10
 ,17] [219:10] [222:12,22]
 [239:9,10,11,16,20] [240:3
 ,8,14,15] [253:10] [261:13]
 [262:13] [264:2,8,10,15]
database [72:18] [74:21]
 [238:6] [248:22] [249:14]
 [251:15] [252:2] [253:11]
date [6:14] [15:6] [16:1]
 [17:11,18] [18:3,11] [28:14]
 [119:25] [235:25]
dated [273:25]
david [4:4] [164:15]
day [52:13,17] [68:1] [129:20]
 [171:8] [185:25] [188:21,24]
 [201:4] [207:2] [210:23]
 [211:23] [213:14] [216:5]
 [224:17] [225:3,21] [251:4]
 [265:17] [271:4,6,8,23]
days [23:7] [44:3] [58:11]
 [74:5,8] [89:10] [174:9]
 [179:19]
daytoday [68:1] [129:20]
 [265:17]
day-to-day [68:1] [129:20]
 [265:17]
de [62:6]
deadly [244:2]
deal [29:11] [96:3,14] [100:
 1] [101:4] [113:15] [129:13]
 [131:2] [153:19] [154:25]
 [187:20] [188:25] [195:21]
 [213:21]
dealing [36:19] [91:22]
 [95:17] [103:20] [130:17,18]
 [194:19] [217:4] [224:16]
deals [45:18] [195:11]
dealt [88:2] [191:7,10,11]
 [255:4] [260:23]
death [16:18] [237:17]
 [243:2]
debate [93:20] [99:16]
 [182:11]
debated [182:9]
decertification [248:21]
 [249:15]
decertifications [258:13]
decertified [252:9]
decertify [255:14]
decide [25:12] [57:11]
 [157:20] [179:25] [198:23]
decided [123:19] [142:16]
decides [125:19]
decision [58:9,11,12,19]
 [77:24] [114:4] [207:21]
 [231:3]
decisions [58:5,14,17]
 [64:23] [65:16] [66:6]
 [96:6] [104:5] [106:8]
 [228:21] [238:19]
declaration [236:3]
declination [57:15]
decrease [175:1]
decree [5:13,22] [6:13]
 [13:1] [14:23] [15:6] [18:8]
 [24:4] [33:7] [45:19,23]
 [53:19] [105:2] [123:10]
 [131:20] [135:5,18] [147:22
 ,24] [148:4] [156:23] [195:9
 ,13]
decrees [95:13,18]
dedicate [205:4]
deeper [88:24]
defendant [189:24]
defendants [189:20] [194:5]
defenders [190:17]
defends [58:15]
defense [190:17]
defer [266:8]
defined [114:22] [250:5]
defining [93:20] [232:15]
definition [93:18,22] [94:2]
 [148:23] [149:9] [186:4]
degree [163:15] [194:9]
 [203:3,4,11] [240:15]
 [244:25]
degrees [72:8]
delay [202:7]
delayed [202:4]
deliberate [9:6]
delicensing [252:25]
delivered [83:3] [118:21]
delivery [22:5] [234:21]
demand [103:25]
demeanor [169:19] [170:9,19]
 [171:3,11] [207:24] [215:9]
 [218:14,15,21] [219:3,9,13]
 [220:11]
demographics [202:16]
demonstrated [234:6]
 [264:22]
demoted [197:22]
denotes [14:7]
denver [111:7] [157:9]
department [4:8,12] [5:11,15]
 [7:2] [53:23] [89:16] [91:14]
 [98:11] [100:23] [111:2,14]
 [112:1,7,12,17,21] [113:23]
 [114:8] [117:13,23] [118:16]
 [123:8,9] [128:6] [129:3,4,19]
 [131:11,14,24] [132:4]
 [134:12] [138:24] [139:19]
 [142:16,19] [144:2] [155:16]
 [157:15] [159:1,7] [160:4]
 [162:22] [165:23] [167:11]
 [173:12] [174:9] [176:24]
 [185:3] [193:11] [194:3,7]
 [198:23] [199:7] [202:9,10
 ,22,24] [204:14] [208:11]
 [209:11] [212:22,25] [213:
 2,11] [216:15] [217:6]
 [218:2] [221:16] [223:23]
 [224:4,8] [226:7] [229:10,20]
 [236:22] [241:5] [246:23,25]
 [247:2,7,8,9,21,25] [248:1
 ,3] [261:18] [269:4]
departmental [113:1] [198:
 19]
departments [36:14] [89:17]
 [92:10,22] [96:13] [110:21
 ,22] [111:15] [113:24]
 [119:2] [125:1] [139:8]
 [154:18] [156:14] [160:2]
 [162:20] [165:6] [168:4,13]
 [172:10,12] [173:5] [175:2]
 [176:21] [180:22] [181:4,14
 ,15] [192:18] [198:21]
 [204:18] [209:13] [213:6]
 [238:2] [239:5] [240:24]
 [241:2] [264:13]
departure [248:3]
depend [124:4]

depending [46:3] [66:25] [104:2] [168:25] [199:6] [209:17] [269:24]
depends [124:3] [196:20] [197:22] [255:12] [261:6]
deploy [98:10] [103:8] [155:10]
deployed [102:25] [103:1] [154:2]
deploying [153:15]
deployment [12:24] [18:7] [20:10] [104:2,3] [153:23]
depository [264:10]
deputy [3:16,17] [58:3] [65:9] [89:12,19] [91:11] [156:19]
derogatory [208:20] [209:5]
describe [55:14] [265:25]
described [59:11] [137:18]
description [46:12] [195:2] [217:25]
descriptions [163:10]
design [21:14]
designated [165:18]
designed [237:16]
desirable [183:5]
desire [183:19]
desires [26:22]
desk [165:10] [219:4] [220:4]
desktop [24:25]
detail [109:19] [114:16]
detailed [102:8]
detained [209:1]
detective [165:20] [176:9] [197:15] [200:13,24,25]
detectives [29:15,21] [251:22]
detention [181:3]
determination [109:17] [264:7]
determine [59:20] [76:12] [112:23] [169:22] [206:3] [220:19] [240:18]
determined [54:25] [60:25] [228:25] [245:11]
determines [136:6]
determining [187:22]
deterrent [192:9]
detroit [89:14]
develop [46:16] [69:7] [105:17] [107:19] [232:18]
developed [5:25] [22:7] [24:22] [61:13] [120:8] [139:19] [154:10,11] [162:8,9] [204:21] [232:24] [233:1,17] [234:12] [237:10] [239:21] [256:14] [260:10]
developing [21:18] [24:11] [235:14]
development [6:16] [110:17] [233:12]
devote [160:18]
devoted [227:23]
dialogue [143:19] [153:5]
dictated [165:12]

didn't [51:21] [101:5] [122:25] [127:16] [138:18] [140:23] [145:19] [146:14] [179:2,25] [191:18] [207:7,19,25] [221:1] [224:21] [226:15] [247:12] [262:2] [271:14]
difference [95:25] [122:8] [123:4] [131:10] [158:21]
differences [122:21] [159:10]
different [33:19] [36:15] [39:13] [42:11] [62:12] [63:18] [83:3] [84:7] [92:25] [96:7] [97:24] [98:18] [107:14,18] [108:12] [114:18] [129:2] [134:22] [144:16] [145:6] [154:14,24] [156:2] [159:16] [171:2] [188:1] [206:17] [228:18] [246:19] [251:14] [263:12]
differently [51:1] [154:6] [206:16] [225:3]
difficult [46:14] [78:9] [95:19] [100:22] [107:4] [125:21] [129:25] [146:2] [149:6,8,10] [182:16] [205:11] [219:22] [228:6] [254:23] [260:18] [263:10] [268:4]
difficulties [109:24]
difficulty [75:25] [78:7]
dig [263:13]
digital [49:19,20,22]
diligence [205:21]
diploma [245:19]
direct [44:5] [56:14] [60:8,12,17] [61:4,8,10,14,21] [62:11,18] [63:1] [137:12] [185:15] [207:17] [240:10]
directed [165:8]
direction [197:1]
directions [84:16] [197:11]
directive [232:13,16]
directives [236:16]
directly [27:24] [31:24] [32:5] [37:13] [56:13] [60:11] [61:17,25] [62:5,7] [67:24] [70:14] [136:23] [137:13] [237:11]
director [40:18] [41:9] [56:16] [63:13] [214:13]
directors [248:23]
disability [99:8]
disaggregate [25:11]
disappointed [102:15]
discharged [251:19,20]
disciplinary [58:12] [74:6,8] [88:18] [106:16] [170:21] [183:8] [264:4]
discipline [39:16] [57:22] [58:8] [65:15] [73:23,24] [74:3,4,18,22] [75:1,4,9,15] [77:3] [78:12] [80:4,6] [82:1] [105:12] [107:9] [196:16] [207:23] [253:16] [262:18] [267:2] [269:3,5,16,25] [270:2]

disciplined [75:18] [76:15] [85:11] [86:22] [196:19] [209:6] [262:16]
disciplining [78:8] [266:20]
discourteous [187:14]
discretion [74:10] [75:13] [104:11] [186:16]
discretionary [181:13] [193:12]
discriminating [99:7]
discrimination [182:21]
discriminatory [96:15] [176:1] [182:10] [213:7]
discuss [104:5] [254:15]
discussed [8:20] [144:20] [182:9] [212:13] [251:6]
discussion [103:17] [151:10] [152:21] [182:11] [212:12] [257:10]
discussions [100:25] [220:25]
dishonesty [244:24]
dismissed [247:20]
disorder [98:3]
disorderly [254:10]
disparities [102:20]
disparity [102:23]
dispatch [20:15] [240:12]
disposal [239:16]
disposition [73:2] [114:13]
disproportionality [104:4]
disproportionate [147:8] [218:16,20] [220:22]
disruption [7:20]
dissatisfied [114:13]
disseminated [99:6]
dissolved [156:23]
distance [182:23]
distinction [44:19]
distinguished [44:21]
district [5:13,22] [146:20]
districts [142:24]
distrust [90:20] [129:14] [141:25] [183:1]
disturbed [132:25]
disturbing [170:20]
diversity [22:21] [202:18,25] [203:21] [221:21]
division [7:5] [11:7,15,22] [12:3,15] [14:20] [17:1] [19:14] [20:3,9] [21:3,4] [22:2] [23:8] [24:5] [40:10,12] [50:22] [55:18] [56:25] [57:6,11,22] [58:24] [64:5] [65:6,10,25] [66:3,5,19,23,24] [72:19,20,21] [89:21] [232:24]
divisions [21:16] [91:4]
divisionwide [21:3]
division-wide [21:3]
doctor [216:2] [260:4]
doctors [244:3] [245:3] [255:18] [259:18]
document [33:1] [204:17] [233:1]
documentation [21:15]

[221:2]
documented [237:15]
documents [209:16]
doesn't [78:4] [79:16,21] [112:2] [123:3] [125:20] [130:12] [187:12] [188:5] [193:19] [198:8,13] [200:14] [216:4] [225:12] [251:10] [261:23] [269:21]
doing [18:16] [28:25] [37:15,16] [78:15] [84:15] [95:22] [103:10] [124:24] [127:8] [140:9] [146:16] [150:7] [152:12] [157:4] [168:15] [181:19] [194:10] [195:12] [207:11] [224:20] [251:16,23] [252:25]
doings [68:8]
doj [248:22]
dollars [200:17,18]
domestic [232:11]
done [16:5] [19:2,14] [25:21] [28:15,16] [34:9] [43:10,16] [50:10] [51:17] [57:13] [75:5] [79:4] [87:19] [89:1] [94:6] [95:22] [104:11] [106:20] [130:10] [132:2,8] [134:18] [135:17,23] [139:17] [143:24] [144:9] [157:23] [158:25] [159:15] [160:8] [167:5] [173:18] [174:8] [177:19] [179:4] [192:12,17] [193:8,10] [194:13] [199:3] [201:9] [214:4,14] [218:11,25] [219:8] [222:13,15] [246:12] [255:6,7] [257:14] [270:12] [271:2]
donovan [2:6] [32:16,17] [33:15] [34:10] [35:11] [36:2] [128:10,11,15,18] [131:17]
donovans [172:21]
dont [7:16] [34:5] [39:22] [49:14] [59:8] [63:7] [64:20] [69:18] [73:3] [75:9] [76:21,24] [79:19] [87:7] [104:6] [115:3] [121:25] [124:3] [133:15] [138:9] [152:7,13] [157:21] [159:15] [160:12] [168:1,18,20] [177:7,9,10,14,16] [189:5] [192:6] [194:10,23] [200:8,9] [201:4] [202:12] [208:15] [216:2] [221:1] [224:13] [242:9] [244:4,11] [252:18] [253:10] [254:15] [259:17] [260:5,16] [261:9] [262:12,24] [263:5,10] [264:1,13,14] [266:13] [267:22] [271:14]
door [37:15]
dotted [167:3]
dover [4:8] [202:8] [211:14]
down [17:18] [26:8,16] [43:22] [47:22] [49:13] [60:21] [67:23] [68:4] [98:7] [130:5] [140:17,19]

[143:14] [166:24] [195:19]
 [202:18] [210:9] [250:20]
 [271:23]
downplayed [120:25]
downs [131:6]
dr [41:20] [69:15] [255:9]
draft [88:11]
draw [101:16]
drawn [186:13,16]
drive [239:11,17]
driver [97:2] [100:19,20]
 [186:18] [191:11,16] [244:
 20]
drivers [100:15]
driving [185:19] [244:22]
drug [155:19] [230:2] [259:
 9]
due [235:25] [250:6] [259:8
 ,22]
during [7:19] [70:23] [76:4]
 [81:17] [89:20] [124:20]
 [170:10] [186:15] [188:16]
 [202:18] [205:23] [210:23]
 [219:11] [220:10] [231:15]
 [247:13]
duties [58:1] [99:9] [170:23]
duty [74:24] [120:17] [199:2]
 [222:6] [261:16]
dwi [43:5]
dysfunctions [130:11]

E

earlier [8:13] [17:25] [59:11]
 [78:7] [106:2] [144:20]
 [148:21,23] [150:18] [153:
 13] [253:16] [259:5]
early [142:20] [181:10]
 [237:23] [238:9,24] [239:3]
 [245:13]
ears [10:24]
easier [85:23] [86:3] [130:6]
easily [149:22] [160:8]
east [202:12]
easy [92:24] [124:11] [152:
 23] [161:24]
eckert [41:21]
economics [183:18] [247:10]
ed [2:13]
edge [11:19]
educate [170:25] [174:4]
educated [213:10] [228:19]
 [229:3]
education [101:2] [203:18,20
 ,25] [213:13,15] [224:12]
 [228:14,15] [229:6,7,13]
 [234:7] [246:2] [260:23]
educational [229:11] [233:
 11]
effect [12:13] [45:15] [50:9,20]
 [144:21] [175:18] [192:9]
 [193:8] [257:24] [270:19]
effective [102:3] [103:13]
 [104:19] [107:5] [112:8]
 [113:4,20] [141:5] [154:20]
 [155:14] [160:6] [205:18]

[239:9]
effectively [88:2] [104:22]
 [118:18] [124:16] [182:25]
effectiveness [118:22]
 [125:24] [131:2] [174:24]
 [175:16,24]
efficacy [50:23] [106:3]
efficient [234:19]
effort [19:22] [29:16] [112:16]
 [123:16] [147:2] [152:4]
 [153:4] [174:7] [211:11,12]
 [228:10] [265:2]
efforts [11:22] [77:21]
 [89:16,25] [91:24] [93:7]
 [99:1,12,14,18,19] [109:14]
 [119:18] [131:3,12] [162:20]
 [195:20]
egg [4:11] [226:7]
eggs [71:20]
eht [252:16]
eight [14:25]
eis [238:17]
either [32:10] [63:17] [72:2]
 [73:10] [95:2] [100:19]
 [106:8] [108:3] [110:24]
 [115:7] [125:11] [127:5]
 [145:4] [149:22] [160:14]
 [175:20] [206:20] [253:22]
elected [231:5,7]
electronic [238:6]
electronically [239:12]
element [263:10]
elements [198:17]
eliminating [112:12]
elizabeth [175:7] [192:15,20]
 [273:5,17]
ellen [2:4]
else [159:17] [190:20]
elses [59:8]
embedded [29:15,21]
 [41:8,15] [55:22] [58:23]
embrace [84:24]
emotional [177:14]
emphasis [37:11]
empirical [228:23]
employed [6:21]
employees [232:19]
employment [120:17]
 [246:21] [250:14]
enabled [113:22]
enact [249:22]
enactment [182:14]
encompass [189:18] [191:
 4] [265:22]
encompasses [222:9]
encountered [140:11]
encountering [95:1]
encounters [129:20] [251:7]
end [8:9] [14:12] [94:1]
 [129:11] [132:9] [155:16]
 [156:2] [216:5] [249:13]
 [255:20] [258:4] [270:4,19]
ended [138:1] [140:9,22]
 [254:11]
ends [132:10]
enduring [228:12]

energy [91:24]
enforcement [6:2,11] [7:9]
 [11:17] [22:1] [34:19,20]
 [35:22] [48:24] [68:17,22]
 [69:8,10,16,20,21] [83:21]
 [84:24] [85:1] [90:4] [105:8]
 [106:20,24] [107:3,6]
 [117:15] [118:1] [124:13]
 [125:12] [142:1] [154:16]
 [155:3] [157:18] [158:25]
 [159:3] [161:16,19] [162:5
 ,18] [163:13] [173:8] [182:14
 ,22,24] [203:23] [226:3]
 [227:2,6,9,14] [229:4]
 [232:17] [234:5,10,16]
 [235:2,8] [236:21] [237:1]
 [238:4] [240:17] [242:4,21]
 [243:9,24] [244:5,17]
 [248:12,24] [249:23] [252:
 20] [258:16] [266:8] [268:21]
engage [86:5] [102:10]
 [152:20] [192:10] [248:15]
engaged [5:20] [127:10]
 [138:5]
engagement [130:3] [156:1]
engages [155:16]
engaging [75:18] [101:10]
 [130:20] [198:4] [232:20]
engendering [227:16]
enhance [26:13] [49:25]
 [239:1]
enhanced [70:9] [90:19]
enhancement [41:24]
 [56:12] [67:21,24] [68:4]
enhancements [26:4,7]
 [40:14] [49:13] [68:2]
enjoys [11:23]
enlisted [10:5,17] [11:5]
 [12:13,16,21] [13:10]
 [15:10,16] [16:1,6,19]
 [18:13] [20:1,5] [22:15]
 [23:12] [31:7,15] [36:16]
 [40:20] [54:19,22,25]
 [55:3] [62:4] [67:18] [72:7]
enough [115:21] [143:8]
 [147:7] [260:6] [270:7]
enrich [239:1]
ensure [5:19] [12:7] [21:3,24]
 [22:2] [37:4] [48:6] [71:2]
 [92:5] [116:7] [173:7]
 [223:13] [240:19]
ensuring [105:12] [108:2]
 [118:25] [242:4]
entered [5:14] [222:16]
 [234:25]
entire [17:21] [52:22] [53:1
 ,5] [166:24] [241:8]
entirely [32:9] [69:6]
entities [12:10] [39:14]
 [48:21] [49:2] [83:4] [108:17
 ,24] [110:24] [227:7]
entity [26:18] [27:10,21]
 [31:4] [35:2,6] [60:12,21]
 [61:14,23] [62:11,25]
 [69:2,6] [105:8] [107:12,19]
 [110:19] [113:3,11] [114:25]

[116:16] [123:17] [124:13]
 [125:10] [126:24] [127:2]
 [157:20] [266:17]
entrance [8:2,15]
entry [205:5] [229:6,15]
 [230:23]
envision [45:7] [46:5]
envisioned [11:21]
episode [181:24] [184:21]
equipment [119:11] [176:23]
 [191:13]
equipped [118:10] [207:6]
equivalency [229:8]
error [43:23,24]
especially [147:15]
esq [2:3,7,11,12,13,14,15]
essence [29:22] [58:4]
essential [182:16]
essentially [10:16] [50:9]
 [92:11] [123:11,15] [129:21
 ,23] [143:17] [145:5]
establish [11:16] [24:7]
 [126:25]
established [108:17] [232:
 14]
establishes [124:7]
establishing [90:12] [108:7]
establishment [234:11]
estate [260:3]
etcetera [21:12] [127:23]
 [147:16] [207:2] [210:14]
 [223:17] [258:2]
ethical [227:10] [243:12]
ethically [241:3]
ethics [227:14] [233:24]
ethnicity [76:3] [77:24]
 [85:16] [86:14,25] [94:9,11]
 [99:7] [181:22]
evaluating [110:20]
evaluation [21:15] [144:4]
 [199:2,5]
evaluations [234:1] [238:18]
evaluator [97:8]
even [9:3,12] [50:1] [58:14,18]
 [75:7] [93:23] [96:19]
 [101:17] [133:14] [134:6]
 [143:5] [149:15] [150:10]
 [153:23] [159:9] [169:25]
 [177:13] [207:14] [215:15]
 [218:8,18] [238:7,24]
 [264:2]
event [5:21] [169:24]
events [14:21,23] [18:2,4]
 [80:25] [81:9] [145:6]
eventually [83:25] [131:18]
 [225:10]
ever [151:1] [180:10]
every [17:17] [18:4] [19:17,18]
 [23:7] [24:25] [25:1] [27:1]
 [29:1] [33:22] [42:14]
 [52:12] [72:11] [75:2]
 [78:18] [94:16] [103:21]
 [133:1] [174:9,10] [175:11]
 [188:21,24] [194:3,7]
 [200:24] [203:15,18] [216:
 7] [225:2] [232:17,22]

Hearing - 11/13/06

[235:23] [244:13] [249:24]
 [254:1] [256:7] [271:6]
everybody [193:22] [212:9]
 [217:7] [221:20]
everyone [7:17,21] [10:22]
 [11:4] [61:16] [94:16]
 [168:11] [177:18] [201:12]
everything [16:17] [78:1]
 [154:24]
evidence [21:12] [97:22]
 [145:7] [190:4] [228:23]
 [260:7] [263:7]
evidenced [170:12]
evolutioned [12:17]
exact [17:8] [19:3] [38:25]
 [168:18]
exactly [17:12] [33:17]
 [40:3] [87:2] [270:3]
exam [210:8] [245:25]
 [265:15,16,19] [266:3,5]
examination [199:11]
 [230:9] [245:25] [265:13]
examinations [229:25]
 [230:7,13,16]
examine [254:19] [264:3]
example [26:12] [51:8]
 [63:8] [85:25] [97:4] [102:25]
 [106:5] [108:20] [112:18]
 [114:1] [115:9] [116:1]
 [124:23] [126:19] [127:22]
 [133:22] [139:17] [140:24]
 [146:1] [157:9,12] [160:3]
 [162:1] [166:4] [174:14]
 [185:13] [188:6] [190:8]
 [206:18] [211:18] [215:2,22]
 [221:9] [260:19] [261:14]
 [270:1,24]
examples [39:6] [109:5]
 [110:11] [111:3,11] [115:6]
 [118:12] [120:12] [139:16]
 [141:10] [157:7] [221:3]
 [223:19]
exams [265:21]
exceeds [19:19]
excellent [36:6] [231:22]
except [79:3] [122:14]
 [207:22]
exception [217:16,24]
exceptional [40:16]
excessive [86:2,4,5,6]
 [262:20]
exchange [244:19]
excitement [177:15]
excuse [121:22] [172:24]
 [204:11]
executed [20:11]
execution [20:12]
executive [10:11] [18:22]
 [124:6] [128:2] [161:23]
 [173:15] [214:13] [233:22]
 [234:5,18] [235:9]
executives [6:11] [161:17,19]
 [230:10,15] [234:6] [235:8]
exemplary [214:14]
exercised [186:16]
exist [22:2,16] [36:8,11]
 [61:11,15] [65:21] [66:12,18]
 [252:5]
existence [54:8]
existing [21:5,20] [135:12]
exists [22:10,11,13,15]
 [44:22] [60:16] [153:8]
 [182:12]
exonerate [145:8]
exonerated [145:9]
expect [7:17] [83:1] [164:17]
 [243:10]
expectation [19:9,12]
expectations [102:11,15]
 [103:21] [108:8] [257:1]
expenditures [227:23]
 [228:10]
expense [268:3]
experience [37:1] [38:12]
 [98:5,18] [102:19] [109:10]
 [148:25] [154:18] [156:19]
 [163:14,19] [195:15] [203:
 5] [213:21] [267:25]
experienced [97:24]
experiences [236:2]
experiencing [128:20]
 [238:13]
expert [12:8] [37:25] [89:13]
 [222:20]
expertise [36:19,21,23]
 [37:20]
experts [7:5]
explain [39:24] [196:17]
explained [71:5] [78:7]
 [79:11,14] [102:24]
explanation [22:10] [61:25]
 [82:3]
explore [53:12] [153:14]
 [157:14] [184:12] [229:12]
expose [216:19]
express [103:23]
expressed [203:19]
extended [132:16]
extensive [90:3] [115:11]
 [135:9]
extent [96:1] [98:14] [123:3]
 [128:25] [129:8] [151:18]
external [28:20] [30:17]
 [93:6] [117:9]
extra [147:19]
extrapolate [18:24] [19:4]
extremely [141:21] [212:8,9
 ,11] [228:3] [260:18]

F

f19 [19:19]
f-19 [19:19]
face [92:15] [107:3] [134:23]
 [190:1] [220:6]
facet [83:14] [228:3]
facets [36:10] [83:14]
facilitate [143:18]
facilities [119:11] [245:23]
fact [32:1] [44:25] [45:22]
 [58:16,18] [76:1] [84:13]
 [85:7] [98:18] [121:2]
 [122:25] [131:9] [139:24]
 [140:6,15,17,23] [141:23]
 [142:15,25] [182:6] [194:5]
 [219:20] [223:24]
facto [62:6]
factor [160:24] [186:6,7,9]
 [194:1,14]
factors [102:24] [107:24]
 [186:23]
facts [75:3] [78:19] [186:24]
failing [259:9]
failure [114:24] [124:20]
fair [75:13] [103:15] [104:24]
 [106:20] [117:19] [154:17]
 [158:8,9] [227:1]
fairly [130:13] [137:24]
 [138:14] [152:8,21] [159:7]
 [217:7]
fairness [106:15] [216:8]
faith [174:1]
fall [29:23] [37:13,17]
familiar [109:9] [164:25]
 [192:24] [194:17,25] [211:
 6] [266:15]
family [241:23]
far [38:4] [54:16] [84:17]
 [108:18] [124:15] [135:4]
 [180:6,12] [202:15] [203:20]
 [210:24] [211:13] [222:12]
 [261:13] [266:3]
farmer [53:19]
fashion [196:23]
fdo [161:12]
feasible [240:2]
fed [27:18]
federal [131:24] [143:9,10]
 [242:17,19] [268:6]
feed [207:17]
feedback [16:5,11] [24:10,12]
 [212:12]
feeder [37:5]
feel [104:23] [152:14] [196:
 14] [203:18] [252:16,17]
 [266:16]
feels [40:23] [141:24]
fellow [178:6,20]
felonies [261:8]
felony [208:18,23]
felt [97:1] [174:3] [205:6]
 [265:12]
female [210:21,23] [211:20]
 [244:20,22] [263:20,21]
females [221:9] [244:19]
few [51:8] [108:18] [109:4]
 [141:8] [180:20] [182:8]
 [194:16] [232:1] [243:16]
fewer [229:2]
field [13:23] [14:11,14]
 [15:14] [17:14] [20:21]
 [23:20] [24:12] [29:5]
 [33:4] [36:24] [40:19]
 [43:25] [48:25] [52:2,24]
 [54:18] [71:2] [79:24]
 [147:20] [159:25] [216:2]
fields [37:20]
fifth [25:24] [91:23] [128:17]
 ,18] [142:4]
figure [76:2] [113:14] [143:
 15] [149:8] [255:18]
figures [144:19]
file [239:2] [251:24]
filed [72:1,16] [73:1,9]
files [238:7]
filling [5:12] [239:15] [260:21]
fill [33:13]
filling [204:16]
fills [63:19] [64:19]
final [58:5,11] [64:23] [65:15]
 [92:2] [230:17] [231:3]
 [240:22] [260:22]
finally [250:10]
financial [83:23] [84:20]
 [108:25]
find [51:20] [97:21,23]
 [110:4] [112:25] [141:11]
 [145:7,17] [149:22] [181:16]
 [203:6] [205:21] [215:18]
 [217:17] [218:4] [221:1]
 [223:1] [252:6,9] [267:23]
finding [37:15] [50:2] [77:4]
 [88:17] [95:12] [145:4]
findings [77:8] [78:14]
 [81:16] [95:10] [100:4]
 [109:13] [114:14] [184:14]
 [235:19]
finds [270:21]
fine [123:2]
finish [124:10]
finished [92:7] [135:18]
finishing [105:2]
fire [245:9] [247:6]
firearms [231:25]
fired [247:6] [252:3,5] [261:
 17]
firemen [244:12]
firm [115:17] [138:15] [269:
 23]
first [5:7] [6:22] [9:15] [13:3
 ,5] [15:17,22,23] [18:18,21]
 [20:17] [25:18,19] [30:21]
 [31:2] [53:17] [60:7] [71:1]
 [72:7] [73:22] [78:21]
 [80:24] [83:14] [97:13]
 [99:4] [105:9] [109:8]
 [131:23] [149:8] [173:3]
 [180:11,13] [194:8] [202:3]
 [204:7] [206:8] [210:9]
 [222:3] [233:14] [245:5]
 [267:15]
fit [9:3] [64:9]
fitness [199:2] [222:5]
fitting [35:16]
five [25:17,18,23] [30:7]
 [74:5] [77:17] [78:2] [85:20]
 [86:13] [87:21] [91:23]
 [95:11] [121:18] [122:10]
 [183:1] [242:10] [250:23]
 [254:6,21] [260:20] [263:15]
fiveyear [91:23]
five-year [91:23]
fixed [162:17]
flarity [3:11] [9:18] [10:10]

Hearing - 11/13/06

[55:22]
floor [140:17]
florida [242:25] [261:22]
 [270:1,24]
floyd [2:7] [70:19,21] [132:19
 ,20,23] [135:1,25] [136:7]
 [147:19] [172:14,17,22,25]
 [174:17] [209:19,22,25]
 [210:5,16,21,25] [211:3,25]
 [252:12,13] [253:6] [254:5
 ,17,22]
floyds [214:21]
fluid [75:10,11,12]
focus [17:5,9] [92:24] [109:
 14] [112:14]
focused [91:25] [101:8]
focuses [91:17] [129:5]
focusing [99:22] [109:21]
 [132:13]
folks [62:24] [152:12]
follow [21:24] [32:7] [63:5]
 [81:14] [82:3] [84:5] [85:6]
 [147:18] [165:25] [168:9,12
 ,15] [197:1] [198:5] [199:7]
 [201:9] [253:23] [255:23]
following [12:18] [17:11]
follows [67:5]
followup [21:24] [63:5]
 [82:3] [84:5] [198:5] [199:7]
follow-up [21:24] [63:5]
 [82:3] [84:5] [198:5] [199:7]
force [12:24] [18:6] [20:10,14]
 [28:8,17] [86:2,3,5,7]
 [89:25] [105:25] [113:7,9]
 [129:7] [134:21] [179:13,14]
 [209:23] [210:1] [220:21]
 [232:10] [236:8] [237:14,15]
 [238:11] [244:2] [262:20]
forces [236:13]
foregoing [273:8]
forensic [121:3]
foresee [35:4,20] [59:17]
forever [37:8]
forfeit [245:2]
forfeited [249:5]
forfeiture [261:11]
forget [178:7]
forgive [222:20]
forgot [67:8]
form [13:19] [33:13] [42:7]
 [45:22] [75:10] [87:4]
 [88:19] [165:9,11] [182:20]
 [189:13,17] [193:5,16]
 [238:6] [264:5] [267:2]
formal [16:12] [73:4] [231:14]
formed [262:10]
former [3:17] [199:14]
 [228:4]
forms [6:3] [73:24] [78:4]
 [204:16,18] [262:19]
formulate [88:10]
forth [47:10] [181:9] [229:10]
 [233:8] [263:21] [268:23]
 [273:11]
forum [106:23] [235:10]
forward [55:7] [92:20]

[131:20] [135:21] [139:14]
 [143:4,14] [172:5] [210:14]
 [224:3,5]
forwarded [209:15] [236:25]
 [237:4]
foster [106:14]
found [9:10] [51:10] [52:14]
 [77:19] [80:25] [100:7,16]
 [119:17] [120:14] [131:9]
 [141:21,22] [144:22,23]
 [169:17] [172:4] [177:1]
 [198:4]
foundation [26:23] [45:1]
 [79:2] [92:20] [227:1]
 [234:9]
founded [229:2] [235:5]
four [8:14] [25:22] [39:4]
 [52:24] [53:1] [83:3] [84:6]
 [168:24] [182:24] [203:3,11]
 [208:6] [257:4]
fourhour [52:24] [53:1]
four-hour [52:24] [53:1]
fourth [8:16] [13:16] [128:16]
fouryear [25:22] [39:4]
 [203:3,11]
four-year [25:22] [39:4]
 [203:3,11]
frame [17:3] [18:17] [167:25]
 [205:23]
framework [117:9]
frankly [205:13]
fraser [162:7]
fraud [109:1]
free [1:24] [33:12] [196:14]
friday [273:25]
front [8:6] [51:21] [76:21,25]
 [155:16] [156:2] [165:10]
 [187:13] [206:19] [221:2]
 [258:4]
frontline [23:24] [37:23]
 [216:13,16]
frost [56:25]
fuentes [148:10]
fulfill [70:8]
fulfilling [6:15]
full [58:1] [119:12] [137:17]
 [172:8] [200:8,10] [201:4]
 [203:5] [236:14]
fullfledged [172:8]
full-fledged [172:8]
fulltime [203:5]
full-time [203:5]
fully [199:11] [243:20]
function [20:12] [22:17]
 [29:20] [38:13] [59:14]
 [64:22] [68:8] [159:24]
 [194:18] [237:11] [246:5,14]
 [266:16]
functional [234:22]
functioning [22:12,13,14]
 [42:25] [67:17]
functions [12:3,18] [20:21]
 [37:7] [40:9] [53:15] [58:21]
 [59:10] [67:4,12] [202:5]
 [266:20] [268:21]
fundamental [30:16,21]

fundamentally [69:6]
funded [248:22]
funding [48:18] [49:1,5]
 [239:25] [268:5,6,7]
funnel [20:22] [23:18]
further [6:16] [12:6] [26:9]
 [42:21] [45:17] [175:25]
 [180:8] [194:6] [223:4]
 [228:10] [270:22]
furthermore [232:22]
future [5:21] [32:4] [46:9,23]
 [47:6,11] [60:20,24] [61:11]
 [81:3] [238:21]

G

galloway [3:12] [9:18]
game [171:9] [185:24]
gang [140:14]
gangbangers [140:14]
gang-bangers [140:14]
gao [119:23]
gaos [120:9]
gap [144:16]
garbage [244:11]
garner [26:20] [69:3]
garnering [14:11]
garrity [166:20]
gather [31:18] [35:9] [166:2
 ,4] [193:13]
gathered [23:17] [61:17]
gathering [11:20]
gathers [35:7]
gauge [143:25]
gave [122:7] [220:17]
gavel [81:12]
gender [99:8]
general [3:17] [5:24] [16:16
 ,24] [20:24] [29:7,8,10]
 [35:15,16,22,25] [41:5]
 [46:8] [53:19,22] [56:9]
 [58:3] [59:19] [64:4,7,18]
 [65:3,9,20,21] [74:8] [75:8]
 [83:20] [84:22] [89:19,24]
 [94:15] [102:19] [111:1,3]
 [112:3] [115:11] [116:3]
 [118:17] [125:12] [127:18]
 [134:1] [135:13] [137:15]
 [144:6,10,12] [157:13,16]
 [159:7] [173:4,11] [204:10
 ,11,13] [212:6] [228:4]
 [229:9,24] [232:13]
generally [67:3] [109:11]
 [110:24] [122:11] [137:6,18]
 [153:21] [228:19]
generals [27:5] [48:23]
 [91:2] [95:21] [108:22]
 [115:6] [151:9] [165:12]
 [175:17] [186:5] [194:5]
 [195:9,20] [201:1,10]
 [236:19] [237:13]
generated [116:13]
generates [71:16]
generation [224:7,9]
gentle [147:20]
genuine [11:23]

geographic [234:21]
geographical [207:1]
gets [27:10] [57:17] [58:5,10]
 [75:6] [106:1] [130:10,23]
 [175:12] [179:20] [197:4]
 [221:25] [259:4] [269:5]
getting [53:20] [88:8] [132:
 13] [138:2] [139:4] [187:16]
 [194:3] [205:3] [213:19]
 [217:2] [247:21] [262:24]
girls [261:16]
give [7:8] [13:20] [17:6]
 [39:6] [40:1] [51:8] [74:25]
 [85:25] [87:7] [97:4] [120:11]
 [121:20,23] [128:6] [139:13
 ,15] [148:5] [166:15] [189:5]
 [200:18] [201:16] [223:17]
given [7:15] [39:24] [48:3]
 [50:21,22] [140:2] [148:21
 ,25] [149:1] [158:5] [166:18]
 [168:13] [173:6] [176:16]
 [178:22] [189:12] [220:10]
 [243:18] [245:16] [268:10]
 [270:2]
gives [117:8] [134:7] [158:9]
giving [197:17,18] [223:17]
gleaned [24:22]
global [22:23]
go [5:7] [8:17] [13:11,15]
 [19:3] [25:2,19] [30:5]
 [31:10] [33:12] [51:17,19,21]
 [58:16] [61:6] [64:12,13,24]
 [71:16] [73:8] [75:6,8]
 [84:16] [92:13] [107:23]
 [114:16] [115:9] [118:7,10]
 [121:18] [130:12] [141:14]
 [142:17,22] [144:25] [147:
 25] [148:6] [154:22] [155:9
 ,16] [166:12] [169:25]
 [176:11] [188:9] [195:18]
 [199:9,15] [200:20] [201:1]
 [203:8] [206:6] [210:9,12,15]
 [211:18] [215:10,24] [217:
 4] [219:15] [222:5] [225:1,11
 ,22] [260:20] [264:10]
 [266:4] [270:20,22]
goal [106:11]
goals [97:10] [105:7] [118:11]
 [183:5]
goes [39:17] [63:17] [76:23]
 [92:12,20] [114:10] [137:3]
 [159:24] [165:1] [179:19]
 [187:18] [220:2,9] [221:20]
 [225:12] [261:4] [269:3]
going [10:13] [11:3,4,10,14]
 [19:22] [22:24,25] [23:9,16]
 [26:13] [30:3] [33:10,13,15]
 [46:22,24] [47:2,21] [48:1,19
 ,22] [49:21] [50:3,4,24]
 [51:12,15] [52:11] [57:15,16]
 [62:16] [69:14] [71:8]
 [77:19] [80:10] [81:12]
 [84:13,20,21] [86:9] [88:20]
 [92:24] [93:12] [97:4]
 [98:10,13] [102:6,12]
 [103:5] [105:1] [107:23,25]

Hearing - 11/13/06

[109:2,18,20] [111:23]
 [113:15,19] [114:16] [118:
 10] [119:18,21] [121:12]
 [128:1] [130:6,7,9] [133:6]
 [134:17] [139:12] [141:14]
 [142:17] [149:21] [152:15]
 [154:23] [155:10,18,19,24]
 [158:5] [163:4] [165:4]
 [168:21] [169:13] [172:19]
 [175:19] [179:18] [183:6]
 [187:14,20,23] [190:1,2,3,21]
 [193:21,22] [197:1] [204:24]
 [207:14] [208:22] [212:22]
 [217:6] [224:2,4] [225:7,10
 ,11,13,20,25] [226:11]
 [240:20] [248:16] [249:18]
 [255:14,15] [256:19] [259:
 20] [264:8,9] [267:15]
 [270:9] [271:16]
golden [1:21]
goldman [4:16] [226:4,10]
 [241:19,20] [250:19,22]
 [254:18,23,25] [255:9,12]
 [256:4] [257:22,23] [258:3]
 [259:4,25] [261:5] [265:8,10
 ,23] [268:25] [269:13]
 [270:17] [271:10]
gone [44:3] [81:13] [132:2]
 [133:15] [154:18] [194:2]
 [204:4] [258:6]
good [5:1] [50:16,17] [53:11]
 [58:19] [64:9] [80:11]
 [100:8] [126:10,17] [127:17]
 [130:14] [132:20,22] [148:
 5] [164:23] [168:14] [171:6
 ,7,16,18] [172:14,16] [176:
 8,10,17] [178:18] [181:16]
 [184:9,10] [186:21] [208:7]
 [209:19,21] [211:10] [214:
 12] [238:22] [252:13] [258:
 20] [261:20]
goods [247:15]
google [157:24]
gotten [25:14] [195:15]
govern [6:24] [236:7]
governing [239:18]
government [48:8] [242:19]
governmental [125:4,10]
governments [108:18]
governor [5:9,25] [9:9]
 [90:11] [115:16,21] [138:13]
governors [88:7]
gps [176:24]
grade [14:12] [28:24] [211:
 19]
graduates [231:24]
granted [190:8]
great [10:24] [107:3] [167:14]
 [169:10] [244:18] [255:6]
 [257:6] [268:3] [269:13]
greater [104:4]
greatly [32:2]
gross [259:6]
grounds [244:10] [250:3]
 [258:24] [259:12] [261:6]
group [23:4,23] [25:8]

[55:21] [62:19] [110:4]
 [137:8] [140:19] [215:25]
 [216:22]
grouped [219:13]
groups [107:13,16] [140:1]
 [255:2]
guess [30:14] [38:8] [50:4]
 [61:5] [62:8] [76:15] [80:14]
 [102:9] [117:17] [141:19]
 [162:7] [258:15,18] [259:25]
 [266:24]
guidance [16:5] [17:4]
 [166:15] [197:18] [238:1]
guidelines [46:25] [166:1]
 [236:19] [237:13]
guilty [144:22,23] [198:4]
 [244:24]
gulf [153:9,12]
gun [29:14] [47:3] [140:3,6,9]
 [155:22] [180:2] [259:11]
guy [1:20]

H

ha [219:19]
hackett [3:10] [9:17] [10:7]
 [33:4,6,22] [39:10,12]
 [41:18] [42:1] [55:21,25]
 [56:24] [57:4] [59:17]
 [64:20] [65:3,24] [66:10,13]
 [68:6] [71:4] [72:4,17]
 [73:3,13,17] [74:2,17]
 [75:14,21] [76:19] [77:9,14]
 [78:17] [79:1,10] [81:5]
 [85:14] [86:16,24] [87:3]
 [89:4]
hadnt [124:19]
half [18:23] [194:11] [210:10]
 [229:19] [266:2]
hall [28:14,15,16]
halls [27:12]
halted [135:17]
hamilton [49:22]
hancock [4:4] [164:15,22,23]
 [168:10] [169:8] [170:4]
 [171:14,17,18,23] [172:11
 ,15,16,24] [173:3] [174:23]
 [176:5] [178:3,16] [179:6]
 [180:12,19,25] [182:5]
 [183:16] [184:2,9,10,19,25]
 [185:6] [186:7,10,20]
 [187:6] [188:14,20] [189:16]
 [190:14] [191:2,7,22]
 [192:12] [193:2,10,24]
 [194:19] [195:24] [196:11,20]
 [197:25] [198:9] [200:7]
 [201:11]
hand [8:5,7] [72:18] [197:15]
 [269:5]
handcuffing [52:16,19,23,25]
 [53:2]
handful [70:25] [73:20]
handle [53:21] [55:18]
 [59:1,11] [65:7,12] [203:21]
 [260:1]
handled [40:3]

handles [73:19]
handling [219:23]
handout [8:15] [179:21]
hands [71:22] [122:24]
 [246:14]
hang [155:18]
happen [11:5] [147:23]
 [198:8]
happened [87:21] [116:17]
 [179:4] [187:7] [208:21]
 [219:7] [224:25] [269:19]
happening [53:21] [81:9]
 [177:10] [180:10]
happens [25:6] [52:12]
 [53:24] [101:3] [105:3]
 [132:12] [146:8] [161:10]
 [189:9] [196:18] [263:19,20]
happy [121:14] [241:15]
harassment [115:13] [233:
 25]
harbor [4:11] [226:7]
hard [19:2] [133:11] [145:25]
 [211:17] [217:17] [218:1,4]
 [236:13] [239:11,16] [263:
 2] [271:13]
hardpressed [217:17]
 [218:1,4]
hard-pressed [217:17]
 [218:1,4]
harmon [247:3,5]
harris [2:8] [36:3,4] [37:1]
 [38:5,17] [39:5,11] [40:4]
 [136:9,10,16] [137:14]
 [139:1] [141:12] [174:18,19]
 [175:22] [177:20] [212:1,2
 ,10,20] [213:3] [214:16]
 [255:8,9] [256:1,11,24]
 [257:11,17]
harshly [96:14]
hasnt [44:3] [75:21]
hat [58:4]
havent [85:12] [86:20]
 [110:2] [152:5] [180:8]
 [192:12] [203:2] [271:2]
having [8:10] [38:6] [56:14]
 [61:14] [62:17] [69:19]
 [71:22] [95:10] [122:9]
 [158:21] [177:12] [203:19]
 [204:4] [261:15] [262:21]
head [53:23] [148:5] [162:7]
 [263:2,6]
headed [72:6]
heading [140:19]
headquarters [143:1] [165:
 10] [170:12] [185:14,19]
heads [250:2]
hear [7:5,7] [10:22] [122:23]
 [169:7] [179:2] [207:4]
heard [6:5,9] [22:19] [32:2]
 [93:1] [122:20] [124:19]
 [127:15] [136:19] [144:19]
 [179:2] [268:2,19]
hearing [1:7] [5:3,6] [6:17,19]
 [7:1] [8:16] [9:1,4] [58:6]
 [114:18] [199:24] [213:14]
 [247:3] [248:4] [250:6]

[251:9] [255:19] [259:22]
 [261:9,14] [270:20]
hearings [6:4] [8:14,20]
 [32:3] [74:8] [260:22]
 [261:21]
heart [90:14]
heavier [98:24]
heightened [94:13]
held [15:18] [23:7] [207:6,13]
 [227:6]
help [64:22] [76:5] [139:14]
 [143:18] [165:23] [178:6]
 [195:13] [238:16] [265:16]
 [266:17,19]
helped [91:4] [208:1] [258:8]
helpful [88:6,9,14] [89:1]
 [103:11] [122:5] [127:12]
 [139:13] [147:16] [148:15]
 [160:19] [176:4] [223:12]
 [256:9]
helping [153:5] [223:12]
 [239:7]
helps [122:8]
henry [204:25] [225:12]
hereby [273:8]
hereinbefore [273:10]
herself [198:14] [231:6]
hes [55:22] [57:24] [69:17]
 [89:12] [168:22] [180:7]
 [251:13,14] [252:9]
hey [158:7] [257:7] [270:6]
hierarchical [130:5,13]
hierarchy [128:3]
high [14:20] [98:4,11,15,21]
 [102:11] [103:1,23] [116:13]
 [137:24] [138:14] [153:15]
 [154:3] [155:8] [229:7]
 [248:14]
highcrime [98:4,11,15,21]
high-crime [98:4,11,15,21]
higher [102:22] [126:16]
 [162:25] [206:23] [215:22]
 [221:8] [228:14] [271:9]
highest [11:23] [233:16]
 [236:12]
highlight [27:20]
highly [34:22] [213:1]
highway [1:22] [92:23]
 [95:25] [96:4,9,13] [104:16]
 [108:20] [115:23] [138:25]
highways [87:25]
himself [170:10,19] [219:23]
 [231:6]
hire [213:9] [229:22] [231:8]
 [245:9] [246:23] [251:17]
hired [225:10] [247:25]
 [248:17] [261:18]
hires [231:4,6]
hiring [115:23] [138:17]
 [162:2,21] [202:6] [205:14]
 [211:9] [215:12] [216:3]
 [223:10] [228:4] [246:12,15
 ,20] [247:18] [249:8] [250:2]
hispanic [206:1] [210:3]
 [211:15]
hispanics [102:22] [215:21]

[218:17] [219:13] [220:18]
historically [245:7]
history [39:16,17] [74:6] [75:4]
hold [92:12]
holds [236:16]
holocaust [141:5]
home [208:25] [224:17] [225:1]
homicide [194:5]
hone [44:18]
honest [154:5] [211:6]
honestly [37:21]
hope [59:7] [153:5,11]
hoped [257:12]
hot [261:16]
hotline [33:12]
hour [202:12] [225:22]
hours [77:21] [152:16] [200:15] [222:7] [257:4]
house [41:6] [54:16] [56:18,20,21] [57:8] [58:2]
housed [127:2]
housekeeping [7:10]
houses [28:6]
however [75:2] [94:2] [108:23] [125:9] [185:11] [204:23] [231:23] [240:15]
<http://www.state.nj.us/acps> [9:11]
huertas [2:9] [40:5,6] [141:14,18] [142:8] [143:3,22] [144:18] [147:10] [148:20] [177:21,22] [257:19]
hundreds [80:5]
hungry [148:17]
hybrids [114:1]

i

i.e [192:9]
ia [74:20] [168:11,16]
iacp [204:1,3,9,21]
iadlest [248:24] [249:9,10,16,19]
id [53:12] [62:17] [85:5] [153:14] [184:11] [194:16] [212:2] [227:20] [250:15] [260:10] [262:9]
idea [46:13] [126:17] [127:17] [153:15] [248:7]
idealistic [227:11]
ideally [119:20] [242:17]
identification [239:4] [241:1]
identified [29:14] [54:9] [119:5] [120:19] [216:11] [226:22]
identify [105:15] [139:23] [146:21] [147:3] [149:19] [155:2] [237:8,21] [238:12] [268:15]
identifying [105:11] [238:20]
ig [115:15,25] [137:16,23] [138:4,7,19,22] [157:2,22]
igs [115:18] [138:13]

ii [17:20]
iii [14:18] [15:13] [17:24]
ill [11:1] [33:3] [42:13] [51:7] [55:16] [76:13] [85:25] [87:17] [121:20,23] [128:23] [152:7] [166:25] [211:6] [213:8] [215:20]
illconceived [76:13]
ill-conceived [76:13]
illegal [173:13]
illegible [51:19]
im [10:4] [35:1] [50:10] [66:1,3,10,14,15] [67:8] [77:12,19] [81:12] [86:18,19,21] [91:10] [92:24] [93:12] [97:4] [102:6] [107:23] [109:2,18] [114:16] [118:6,10] [121:12,13] [126:22] [132:25] [137:4,11] [149:4] [152:15] [159:4] [164:25] [169:7] [171:25] [172:17,19] [178:15,24] [179:16] [183:17] [187:16] [188:3,4,18] [190:1,2,3,21] [193:2] [194:24] [195:3] [196:25] [197:1] [202:3] [210:19] [211:5] [212:18] [213:11,14] [222:20] [223:22,24] [224:20] [226:11] [241:23] [249:18] [251:9,15] [262:24] [263:18] [265:1] [266:22] [268:8,20]
image [227:15]
imagine [45:24] [218:9]
imams [173:21,24]
immature [185:20]
immediate [13:4] [71:16]
immediately [24:24] [197:9] [200:12] [205:18] [222:5] [237:18] [267:8]
immunizes [166:21]
impact [96:20,21] [150:8,9] [174:20] [175:20,23] [207:2] [258:14] [271:12]
impacts [96:6]
impartiality [108:8]
implement [49:9,11] [105:4] [106:9] [113:16] [120:4] [129:25] [132:17] [138:18] [214:3]
implementation [21:15] [45:18] [84:9] [117:3] [134:2] [182:15]
implemented [106:8] [115:19] [133:22] [151:16] [160:16] [194:12] [203:11,13] [245:12]
implementing [83:9] [130:14] [131:12] [134:19] [205:2]
implications [190:9]
implicit [182:21]
importance [37:12] [139:2] [203:19,24] [222:8] [230:19]
important [22:8] [37:3] [45:4,5] [58:14] [69:9] [81:20] [106:17] [119:17]

[135:10] [136:20] [145:21] [146:6] [154:8] [160:24] [169:17] [202:4] [205:6] [213:16] [216:8] [227:15,17] [228:3] [230:11] [234:2] [238:25] [264:25]
imposed [73:24] [82:1] [105:12]
impressed [76:11]
impression [153:25] [159:3] [262:9,10,24]
impressions [154:5,12]
impressive [139:21] [151:12]
improper [44:5] [87:23] [101:10,19] [105:11] [173:13] [185:12] [188:4]
improperly [52:19]
improve [22:5] [83:24] [228:16] [271:18]
improved [83:17] [258:4]
improvement [21:16] [121:8]
improvements [84:15] [90:19] [105:18] [112:17] [258:2]
improves [234:20]
improving [113:23]
imt [14:19,25] [17:12,18,19,25] [18:9,11] [31:5,9] [35:7] [43:14,22] [45:19,23] [60:8,16] [61:3] [62:2,6,13]
inability [259:7]
inappropriate [185:20] [238:21]
inaugurated [230:22]
incar [102:2] [183:13,15] [239:8,18,24] [267:17] [268:1,15]
in-car [102:2] [183:13,15] [239:8,18,24] [267:17] [268:1,15]
incarceration [155:5]
inception [15:6] [17:13] [18:6,8,25] [227:5]
incident [12:22] [13:12] [14:1,5,6,8,24] [15:1,10,12] [17:17,22] [41:1] [76:5] [87:4,11] [125:7] [145:24] [166:11] [176:14] [177:3] [184:15] [185:5] [188:6] [190:9] [198:1,7,12] [237:14] [242:25] [254:9] [267:1,8]
incidents [12:22,25] [13:5,9,14,17,18] [15:1,8,11] [16:10] [18:1,5] [71:15] [73:23] [88:22] [116:13] [137:25] [144:21] [192:5] [237:17] [238:12] [242:24] [243:5] [254:4,6]
include [20:9] [21:10] [102:1] [110:11] [111:4] [117:21] [118:22] [227:3] [238:9] [242:8] [250:3] [258:24] [259:3]
included [182:11]
includes [20:13] [236:1,23]

including [20:14] [67:7] [73:25] [74:11] [89:17] [117:15] [171:10] [233:5]
incorporate [8:11] [99:11] [100:24] [101:12] [135:12] [150:19] [157:6] [162:23]
incorporated [53:16] [116:21] [125:10] [175:10]
incorporating [55:4] [99:24] [151:22]
incorrect [195:3]
increase [11:2] [106:12] [174:25]
increased [104:7]
increases [43:18]
increasing [104:1]
incurred [251:8]
indeed [61:11,15] [153:22]
independence [114:22] [128:8] [157:15]
independent [6:6] [13:13,20] [14:7,12] [15:5,8] [26:18] [27:2,9,20] [30:19] [31:24] [32:22,25] [33:17] [34:15,18,20] [35:2,5,10,20,25] [36:19] [44:20] [45:7,12,25] [46:13,18,23] [47:1,5,20] [48:3,20] [60:12,15,20] [61:18,22,23] [62:2,10,19,25] [77:18] [83:1,17] [84:3] [111:4,5,6,7,14,23] [112:5,8,25] [114:2,21] [116:4,6] [123:21] [127:14] [192:13,17] [195:7]
independently [81:7]
index [7:25] [8:3] [249:15,17]
indicate [136:19] [182:4]
indicated [9:1] [51:11] [77:24] [137:15] [182:5] [191:15] [256:14]
indicates [219:5]
indicating [228:23] [259:7]
indicted [243:4]
individual [12:2] [21:18] [32:12] [46:5] [68:16] [79:5,7] [80:1] [87:5] [88:16] [94:24] [101:18] [103:7] [105:22] [111:24] [112:14] [121:10] [125:25] [138:1] [145:24] [146:11] [149:23] [170:8,9,11,16] [172:4] [177:2] [181:25] [185:9,17] [197:16] [216:7] [220:13] [254:12,16] [256:3]
individually [78:18,25]
individuals [6:20] [8:24] [12:10] [39:7] [41:20] [56:12,14] [98:6] [162:3] [171:2] [176:7,10,12] [177:5] [188:21] [218:20] [228:8] [251:24]
industry [227:22]
ineffective [261:1]
inertia [46:16]
inevitable [255:22]
inference [186:13,15]

[208:14]
infernal [184:17]
influence [76:4] [96:20]
 [115:23]
inform [248:1,4]
informal [16:12]
informally [64:18]
information [6:22] [8:19]
 [11:9,19] [16:11] [17:11,16]
 [23:17,19] [24:12,17,20,21
 ,22] [25:3] [26:21] [27:8,14
 ,19] [28:10] [29:17] [31:18]
 [35:8,9] [36:21] [47:8]
 [50:6] [56:5] [60:19,23]
 [61:13,16] [65:13] [69:4,13]
 [71:23] [73:5] [76:25]
 [87:8,12,16] [94:25] [109:22]
 [118:20] [134:10] [136:21]
 [163:11] [166:3] [167:19,24]
 [168:2] [172:7] [181:16]
 [193:15] [197:18] [221:3]
 [223:2] [238:8,9] [240:8,9]
 [251:21]
informative [132:24] [141:22]
informatively [64:1]
informed [12:8] [119:7]
infraction [80:7] [85:24]
 [86:6] [196:21,22]
infractions [80:6] [85:22]
 [86:11]
infrastructure [135:13,14]
inhouse [127:6] [232:12]
in-house [232:12]
initial [24:10] [58:9,10]
 [112:23] [172:5] [182:2]
 [256:2]
initially [39:23] [66:20]
 [69:11] [99:17] [201:20]
initiatives [28:6]
injured [120:16]
injury [237:17]
input [136:5]
inquiries [6:25]
insensitive [178:21] [198:15]
inservice [24:11] [28:22]
 [29:3] [52:3] [99:12] [200:22
 ,23] [232:2,6,7,8]
in-service [99:12] [232:2,6,7
 ,8]
inside [194:4] [263:2]
insight [72:15]
inspection [21:1,2,7] [22:11]
 [36:12]
inspections [21:3] [93:9]
 [118:3,7,8,11,19] [119:10,21]
 [120:3] [121:7] [137:6]
inspector [108:22] [111:1,3]
 [115:6,10] [116:3] [137:15]
instance [193:19] [221:25]
instances [77:2] [85:10]
instead [152:14]
institute [68:24] [126:15]
instituted [116:20] [212:17]
institution [127:3] [132:18]
 [265:1]
institutional [96:19]

institutionalization [148:2]
institutionalize [92:4]
 [117:12] [132:14,17]
institutionalized [33:8]
 [148:13]
institutions [34:23,24]
instruct [15:16] [20:17]
instruction [233:5]
instructions [118:17]
instrument [139:8]
insubordination [197:21]
insufficient [112:24] [113:1]
insular [107:1,7]
insure [243:15]
insures [246:9]
intact [70:3,7]
intake [10:8] [16:13] [24:16]
 [28:3] [33:4] [36:11] [64:1]
 [159:25]
integrated [253:14]
integrity [89:18] [90:19]
 [106:15] [116:7] [160:3,5]
intended [14:19] [237:8]
intense [78:3] [79:13]
intensely [182:9]
intensively [154:3]
intent [263:9]
intentional [150:4,11]
intentionally [96:15]
interact [57:5] [64:22]
 [216:21]
interacted [145:15]
interaction [14:4] [16:4]
 [28:21,22] [38:7] [68:1]
 [100:14,17,21] [101:18]
 [122:13] [134:24] [139:3]
 [145:14] [162:15] [170:11]
 [216:23] [243:20]
interactions [77:22] [96:2]
 [100:2] [101:8,11] [124:12]
interchangeably [122:18]
interest [48:8] [59:13]
 [236:5] [240:25]
interested [62:14,17] [255:
 1]
interesting [91:20] [97:20]
 [100:4,11] [101:7] [116:1,15]
 [139:22] [167:16] [269:22]
interestingly [115:20]
 [137:22] [142:12] [143:8]
 [147:7]
interests [84:8]
interim [41:9] [56:16]
internal [7:4] [21:16,19]
 [28:2,19] [30:17] [54:16]
 [57:8] [59:12] [75:24]
 [85:9] [86:9] [93:7,8] [110:
 21] [111:16] [112:18] [113:
 6] [116:7] [117:16,22,25]
 [121:10] [136:17,20] [137:
 5] [159:23] [160:5] [165:12
 ,21] [166:1,22] [168:4]
 [176:6,14] [192:14,15]
 [194:20,22] [197:10] [200:
 24] [201:2] [215:7] [236:8,20]
 [237:10] [247:1] [251:6]

[265:20]
internalize [117:11]
internally [212:13]
international [204:3] [235:6]
 [248:23]
internet [24:24,25] [56:5]
interpose [244:10]
interrogations [194:8]
interrupt [10:20]
interstate [248:12]
intervention [16:5] [34:7]
 [134:14] [142:6] [237:24]
interventions [34:2]
interview [166:17] [176:10]
 [203:17] [210:15] [233:6]
interviewed [203:16]
interviewing [189:9] [203:9]
 [224:19]
interviews [202:6]
intimidation [169:24] [175:
 13] [198:10]
introductory [3:4]
intuition [69:20]
intuitively [271:15]
invaluable [176:21]
invasive [98:6]
invent [260:4]
investigate [60:1] [81:4]
 [108:24] [114:9] [165:14]
 [175:14] [236:21] [253:17,19]
 [263:5]
investigated [33:25] [75:23]
 [80:25] [171:24] [172:2]
 [209:16]
investigating [40:25] [73:22]
investigation [40:22] [41:5]
 [57:16,19] [76:1,11] [79:15]
 [81:8,25] [91:6] [112:23]
 [113:1,18,24] [114:5,7]
 [115:12] [125:15] [137:23]
 [138:6] [149:23] [165:13,24]
 [166:2,8,13,24] [167:11]
 [168:4,16] [172:8] [177:13]
 [189:10] [194:22] [197:7,10
 ,13] [201:2] [233:6,7] [237:
 2,3,5] [251:18] [253:23]
investigations [28:3,9]
 [34:1] [54:16] [55:23]
 [57:8,9] [59:12,19,24]
 [72:22] [76:9,23] [79:5,7,9]
 [80:21] [81:17,24] [85:9]
 [86:10] [106:16] [109:15]
 [110:10] [111:16] [112:18,22
 ,25] [113:6,7] [114:10]
 [116:8,11] [117:19,21,22]
 [121:9] [123:6] [129:8]
 [145:2] [165:7] [167:20]
 [176:11] [230:3,13] [251:16
 ,23] [252:7]
investigative [33:25] [54:15]
 [76:6] [167:4] [168:15]
 [176:8,17]
investigator [34:6]
investigators [41:4] [54:3]
 [75:24] [76:5] [80:19]
 [114:7] [167:1] [169:13,21]

[255:19]
investigatory [181:3]
investment [227:25]
invited [167:23]
invokes [166:19]
involve [101:19] [124:11]
 [244:18] [262:3] [263:12]
involved [39:25] [40:25]
 [45:13] [56:18] [58:5]
 [77:4] [95:10] [105:21]
 [113:8,17] [124:9] [142:15]
 [144:8] [181:23] [189:22,23]
 [191:8] [197:5] [201:14]
 [217:2] [220:12] [246:11]
 [253:22] [254:4] [268:4]
involvement [115:2] [234:7]
involves [12:23] [243:19]
 [245:1]
involving [65:15] [237:15,17]
 [244:24]
irk [187:11]
irregularities [33:1]
isnt [150:3] [156:9]
isolate [264:1]
issue [41:19] [54:18] [57:3]
 [73:22] [75:17] [101:14]
 [111:21] [136:3] [138:2]
 [155:25] [182:10] [190:11]
 [195:14] [215:3] [219:5]
 [223:23] [224:13,17] [225:
 5] [241:10] [242:14] [248:11]
issued [42:18] [72:25]
 [75:1] [115:15] [142:14]
 [181:8] [182:3] [248:6]
issues [4:3] [6:20,24] [20:23]
 [33:21] [34:8] [39:19,20,21]
 [44:4] [45:19] [63:25]
 [65:1,2,8,14,15] [83:16]
 [87:22] [88:1] [90:11,13,14
 ,25] [91:8,18,21] [93:11]
 [94:20,22] [95:24] [96:2]
 [97:3] [102:7] [105:20]
 [112:11] [115:7] [119:16]
 [120:16] [129:14,16] [130:
 17,19,23] [134:19,22]
 [139:20] [141:4] [142:15]
 [143:11,19,21] [146:9]
 [153:8] [163:16,17] [206:2]
 [221:21] [226:22] [228:13]
issuing [115:15]
items [49:23]
itself [46:23] [47:7] [48:25]
 [50:7] [54:10] [69:18]
 [94:12] [97:7] [110:9]
 [144:2] [176:6] [182:23]
 [236:14] [262:19] [263:7]
ive [8:25] [54:12,13] [81:13
 ,22] [91:7] [101:20] [122:20]
 [133:14,15] [151:15] [152:
 5] [157:5] [165:4] [179:13]
 [184:17] [202:22] [203:15]
 [208:12] [215:20,21] [241:
 25] [242:3] [268:19] [270:18]

J

jacked [75:6]
jackson [41:10] [56:17]
james [2:3,8] [5:2]
janet [228:5]
january [89:15]
jd [163:15]
jealous [107:8]
jerome [3:15] [82:11,13]
 [89:7,11,15] [90:2,6,8]
 [110:6] [121:16,20,23]
 [122:5] [123:2] [124:22]
 [126:12,19] [127:20] [128:
 12,14,17,23] [131:23]
 [132:21,22] [133:10] [135:
 7] [136:2,25] [137:22]
 [139:15] [142:7,10] [143:7]
 [144:3,25] [147:14] [148:7]
 [149:7] [150:16,22] [151:5
 ,24] [153:3] [154:13] [156:5
 ,24] [158:15,23] [160:1]
 [161:8] [164:6]
jersey [1:1,2,13,23] [3:8]
 [4:13] [5:10,15] [6:1] [9:25]
 [10:12,14] [13:14,19,21]
 [15:14] [17:13] [18:1,13,22]
 [19:7] [22:25] [23:17]
 [24:17] [25:1,13,16,25]
 [26:7,21] [27:15] [29:2,20]
 [30:23] [31:1,11,16] [34:18]
 [37:12,22,23] [39:2] [40:21
 ,24] [42:15] [48:15,22]
 [49:3,10] [50:8] [51:25]
 [52:13] [60:19] [63:24]
 [67:18] [69:4,5] [74:16]
 [77:22] [83:18] [91:6]
 [92:19] [94:5] [95:9,13]
 [96:8] [99:3] [100:8] [102:3]
 [105:5] [117:15] [118:2]
 [129:1] [130:22] [133:5,7,9
 ,13] [153:12] [156:11,23]
 [157:22] [202:11] [204:8]
 [214:9] [226:8] [229:5,8]
 [230:4,14,24] [231:19,21,22]
 [232:8,23] [233:2,4,9,13]
 [234:3,24] [235:3] [236:6]
 [240:13] [242:10] [243:25]
 [244:22] [245:13,15,17,22]
 [246:3,13] [248:13] [249:2
 ,3,8,22] [250:10] [252:21]
 [254:19,24] [256:21] [260:
 17,20,25] [265:1] [267:25]
 [272:1] [273:7]
jerseys [5:4] [151:2]
jewish [218:18]
job [28:25] [43:16] [76:16]
 [94:6] [96:16] [100:8]
 [179:5] [214:14] [228:6]
 [229:25] [231:22] [238:15]
 [247:21] [257:6,7] [269:22]
jobrelated [229:25]
job-related [229:25]
jobs [40:16] [129:19] [243:12]
john [4:11] [175:11] [226:6]
johnson [2:3] [3:5] [5:1,2]
 [9:21] [10:19] [30:1] [31:21]
 [32:16] [36:3] [40:5] [42:3]

[44:15] [47:15] [50:12]
 [53:7] [59:5] [60:3] [68:11]
 [70:18,22] [71:24] [72:13,23]
 [73:6,15,18] [74:12] [75:12
 ,16] [76:14] [77:1,12] [78:11
 ,23] [79:3,25] [81:11] [82:6
 ,16] [85:2] [88:5] [89:5]
 [91:1] [105:14] [110:1]
 [121:15,22,25] [126:8]
 [128:10] [132:19] [136:8,14]
 [141:13] [147:12] [150:13]
 [152:25] [156:4] [158:12]
 [159:19] [160:20] [163:21]
 [164:7,14] [168:7,19]
 [171:15] [172:20] [174:18]
 [177:21,24] [178:9] [180:17]
 [184:5] [190:21,25] [196:7]
 [199:19] [201:6,13] [208:3]
 [212:1] [214:17] [216:9]
 [217:10,14] [221:12] [223:
 5,8] [224:2] [225:15,24]
 [226:14,17] [241:17] [250:
 18] [252:12] [254:20] [255:
 8] [257:18] [258:19] [260:14]
 [265:4] [267:12,19] [268:10
 ,24] [270:10] [271:3,20]
join [5:11] [215:20]
joining [5:6] [9:18]
jose [111:4]
judge [58:7] [143:9]
judgment [206:15]
judgments [206:5]
judicial [58:4]
july [165:5]
jumping [47:3]
junction [45:20]
jurisdiction [123:18,19]
 [146:21] [160:10] [173:9]
 [248:5] [258:11]
jurisdictions [90:18] [93:5]
 [95:15,17] [102:10] [113:14]
 [121:4] [123:20] [125:2,8,9]
 [127:9] [134:23] [149:16]
 [155:15] [158:22] [159:14]
 [163:12]
justice [2:10] [5:12,16]
 [42:4,5] [44:2] [56:25]
 [57:7,11] [65:10] [66:24]
 [91:13] [123:8] [129:3,4]
 [131:13,24] [132:4] [142:19]
 [147:12,13] [153:10] [158:
 25] [159:1] [162:22] [177:24
 ,25] [178:5,10,18] [180:9,15]
 [198:12] [214:18,19] [215:
 13] [232:25] [257:20,21]
justices [89:16] [271:11]
justifiable [170:7]
justification [146:3]
justifications [106:10]
 [134:15]
justified [170:15]
justify [160:14] [228:10]
juvenile [185:20]
juveniles [194:9]

K

katrina [140:21]
kean [172:13]
keep [7:17] [37:8] [48:13,19]
 [50:4] [63:2] [72:11] [133:12]
 [157:12] [211:10] [218:2]
 [225:7] [247:23] [253:3]
keeping [12:4]
keith [3:10] [10:7]
kept [64:8] [234:13]
kevin [2:6]
key [102:5] [107:24] [205:14]
 [211:8,11] [213:9] [216:3,11]
 [223:9]
kicked [142:25]
kind [33:16] [46:13] [56:18]
 [84:5] [88:3] [93:4] [97:18]
 [99:25] [101:3] [102:11]
 [104:15] [105:7] [109:23]
 [110:14] [116:9,11] [117:11]
 [118:7] [119:9] [120:24]
 [121:5,7] [122:14] [126:21]
 [127:7] [128:3] [129:16,22]
 [132:11] [133:11] [134:13,23]
 [135:8,14,16] [137:1,5,8]
 [138:9,16,22] [139:6,22,23]
 [145:11,15] [146:8,9]
 [149:14] [150:2] [152:4,10
 ,11] [154:19] [157:17]
 [158:6] [159:15] [160:13,17]
 [161:11,15,18] [162:8]
 [163:2,3,20] [168:16]
 [169:24] [173:1] [174:22]
 [175:20] [191:2] [193:21]
 [255:13] [259:14] [265:21]
 [266:4] [271:2,10,13]
kinds [39:6] [85:11] [92:9,16]
 [94:21] [96:2] [106:6]
 [113:8] [120:12,13] [130:1]
 [145:22] [158:1,3,4] [161:12]
 [162:3] [244:16] [259:9]
king [178:9,10]
knew [195:16]
know [8:25] [32:2] [45:5]
 [46:8,14] [56:24] [62:22]
 [64:20] [65:13,19] [69:13,14
 ,21] [74:12] [77:19] [79:19]
 [81:15,20] [92:17] [93:23]
 [97:25] [98:20] [99:21]
 [100:7] [102:3,13] [103:9,21]
 [104:14] [106:2,6,11]
 [108:19] [109:5,12] [110:1]
 [115:3] [120:20,22] [124:14]
 [125:5,17,21] [126:1,19]
 [127:2,4,8] [129:24] [130:4
 ,9,22] [131:1] [133:10]
 [134:5,7,12,14] [135:8,9,17
 ,19] [136:3] [137:4] [138:8]
 [139:25] [140:15,16,24]
 [141:10] [145:19] [146:3]
 [147:2] [149:16] [152:9,15]
 [155:17,18] [156:15,24]
 [157:1,9,20,21,25] [158:7]
 [159:4] [160:1,9,15,16,17]

[161:9] [162:10] [163:15,16]
 [167:9] [168:7,18,20]
 [180:6,12] [190:12] [198:25]
 [201:3,4,8,17] [202:12]
 [209:13] [212:16] [213:10,24]
 [214:4,8] [215:24] [216:24
 ,25] [222:18] [223:21]
 [224:13] [226:15] [230:18]
 [240:16] [241:9] [260:5,9,16]
 [262:25] [263:3,5,7,11]
 [266:3,10,13] [271:14]
knowing [54:15] [62:14,25]
 [218:2]
knowledge [54:21] [156:21]
 [166:11] [248:18]
known [119:24] [244:21]
 [249:14]
knows [163:16] [176:9]
kondor [273:5,17]
kroll [115:17,21] [138:15]

L

labor [107:17] [227:21]
 [255:1]
laborintense [227:21]
labor-intense [227:21]
labs [121:3]
lack [10:16] [22:9] [25:24]
 [61:25] [78:13] [103:24]
 [139:4] [170:12,13,17]
 [178:21] [183:18]
laid [92:20] [114:20] [163:10]
lakewood [206:22] [215:2,4]
 [218:19]
landlord [155:1]
language [122:7] [169:19]
 [259:13,14,19]
large [141:25] [160:2,7]
 [205:1] [218:18]
largely [225:25]
larger [101:14] [103:8,17]
 [105:23] [112:15] [137:8]
 [138:3] [146:6] [149:14,24]
 [154:7] [175:6]
largest [175:8] [183:16]
 [191:25] [202:13,14] [215:
 3]
last [6:8] [11:11] [22:20]
 [35:12] [67:3] [77:17]
 [78:2] [85:19] [86:13]
 [87:21] [97:13,21] [104:20]
 [106:22] [113:25] [144:18]
 [178:2,8] [183:5] [190:22]
 [194:15] [203:16] [222:6]
 [225:21] [252:1] [254:5]
 [258:23] [263:14]
late [82:7] [180:25]
later [9:19] [117:6] [122:15]
latest [239:25]
lautenberg [259:12]
law [4:17] [6:1,11] [7:9]
 [11:17] [17:1] [22:1] [32:11]
 [34:19,20] [35:22] [41:7]
 [48:24] [53:23] [55:18]
 [58:7,24] [65:6,25] [66:5,24]

Hearing - 11/13/06

[68:17,21] [69:8,10,16,20,21]
 [72:8,19,21] [83:21] [84:23]
 [85:1] [90:4] [98:17,22]
 [105:8] [106:20,24] [107:3
 ,6] [117:14] [118:1] [124:13]
 [125:12] [126:20] [142:1]
 [154:15] [157:17] [158:24]
 [159:3] [161:16,19] [162:5]
 [163:13] [173:8] [182:13,22
 ,24] [203:23] [223:17]
 [226:3,5] [227:2,5,9,13]
 [229:4] [232:17] [234:4,10
 ,16] [235:2,8] [236:20]
 [237:1] [238:4] [240:16]
 [241:24] [242:1,4,21]
 [243:9,24] [244:4,17]
 [247:4] [248:12,24] [249:22
 ,23] [252:20] [253:4] [258:9
 ,16] [261:11] [266:8] [268:21]
 [269:22] [271:18]

lawful [185:8]
laws [227:8] [242:23]
lawsuits [72:1] [238:25]
lawyer [216:2] [260:3]
lawyers [244:4] [246:1]
 [255:17] [259:17] [260:23]
lay [45:1] [79:1] [88:13]
 [101:6] [105:6] [152:19]
layer [63:3]
layout [161:25]
lead [73:23] [103:17] [104:3
 ,6]
leaders [18:22] [161:4]
 [224:5]
leadership [32:2] [98:20]
 [119:13,19] [131:4,5]
 [137:2] [160:25] [233:15,16
 ,22] [238:4] [241:11]
leads [94:25] [104:24]
learn [101:7,11] [213:17,18]
learned [206:9]
learning [126:16] [151:17]
least [19:17] [44:23] [62:13]
 [69:11] [81:13] [102:23]
 [106:8] [122:19] [128:7]
 [155:15] [181:6] [190:23]
 [191:20] [261:12] [269:2]
leave [64:9] [76:10] [81:6]
 [87:17] [108:12] [177:11]
 [224:21] [238:11] [247:25]
 [249:18] [252:3,4]
leaves [42:19] [262:8]
leaving [7:18] [224:25]
 [248:2,13] [251:25]
lecture [179:20] [180:5]
lectured [152:16]
left [10:7,10] [26:3,15]
 [70:2] [208:24] [226:9]
 [247:17]
legal [20:25] [58:13] [65:1,4
 ,12] [66:20] [104:12] [146:3]
 [166:15] [167:2,3] [197:18]
 [232:10]
legally [170:15] [182:18]
 [241:3]
legislation [108:4] [124:6]
 [148:3,8,14]
legislative [84:21] [247:3]
legislators [229:12]
legislature [27:5] [31:25]
 [32:10] [47:21] [48:12,16,25]
 [83:4] [84:1] [158:8]
legitimate [107:10] [185:8,23]
length [7:15]
less [100:18] [175:18]
 [192:10] [214:24] [250:24]
 [260:8]
lesson [94:8]
lessons [101:11,16]
let [8:25] [9:14] [10:20]
 [33:3] [38:5] [42:1] [55:24]
 [80:1] [105:6] [108:11]
 [117:10] [120:11] [147:13]
 [155:18] [167:9] [169:14]
 [186:21] [188:9] [201:8]
 [211:20,21] [260:15]
lets [19:6] [157:5] [192:15]
 [198:3]
letter [167:8]
letters [57:14] [211:16]
letting [131:21]
level [11:23] [13:16] [15:19
 ,22] [23:8] [25:14] [55:6,7]
 [76:11] [82:1] [100:13,17]
 [120:4] [121:1] [139:10]
 [144:14,15] [145:12] [160:
 13] [162:25] [164:19,20]
 [195:18] [196:3] [198:13]
 [229:5,15] [230:23] [233:16]
 [239:22] [244:9] [260:21,23]
 [262:11] [270:7,15] [271:18]
levels [13:2] [74:3] [90:22]
 [150:20] [229:13]
leverage [113:21] [247:15]
liaison [195:6]
liaisons [23:21] [29:5]
liberty [242:24]
license [191:13] [242:9,11]
 [243:23] [245:4,25] [246:17]
 [258:10] [260:3,17,24]
 [261:19] [269:23] [270:8,9]
 [271:17] [273:6]
licensed [245:2] [247:24]
 [252:16] [260:2]
licenses [244:17] [249:1,3]
 [250:12] [261:24] [269:9]
licensing [4:10] [7:6] [226:1]
 [242:5,15,21,23] [243:8,12
 ,23] [244:13] [245:24]
 [246:7,16] [247:4] [248:10]
 [249:20,22,25] [250:7]
 [251:9] [255:10] [256:2]
 [257:24] [260:10] [261:3]
 [265:12,19,25] [266:1,3]
 [269:1,4,10] [270:4,11,14,15
 ,19] [271:5,6,12]
lies [231:5]
lieutenant [13:7] [59:22]
 [212:16] [216:18]
life [213:20]
lifted [135:6]
lifting [148:4]
light [120:16] [167:15]
likely [8:1] [25:6] [82:12]
 [98:2,4] [140:16] [192:10]
likewise [239:24]
limitations [230:9]
limited [124:2]
linda [58:3,12]
line [13:3,5] [15:17] [17:7]
 [18:21] [20:17] [102:13]
 [139:6] [233:14]
lines [78:16] [88:14]
linked [169:6]
list [191:21,23]
listening [196:25] [262:7]
listing [73:9] [114:22]
litigation [90:4] [254:16]
 [255:23]
little [53:12] [63:3] [82:25]
 [93:1,10] [109:4] [115:1]
 [118:5,12] [122:17,20]
 [129:1] [132:25] [157:23]
 [202:3] [212:16] [216:18]
 [262:21] [268:6] [269:1]
live [98:2] [206:20] [215:1]
local [7:9] [109:3] [139:10]
 [156:13] [160:9] [164:19]
 [165:5,23] [167:10] [168:3
 ,6,13] [197:9] [205:12]
 [209:13] [213:6] [226:3]
 [229:19,21,23] [231:5,6]
 [238:1] [239:7,22] [241:1,5]
 [244:5,9] [245:7,14] [249:16]
 [266:19] [269:17] [270:3]
local/municipal [4:3]
localized [196:3]
located [202:11]
location [126:21] [191:14]
 [234:22]
locations [28:16]
locked [207:8,19]
logic [55:2,8]
logical [50:2]
logistics [31:12]
logs [21:11]
long [87:15] [131:15] [153:6]
 [188:13] [201:18] [206:9]
 [224:3] [236:13] [257:3]
longer [79:22]
longest [109:10]
longstanding [165:3]
look [23:9] [25:10,11] [27:17
 ,23] [34:25] [36:20,23]
 [47:25] [50:6] [67:23]
 [69:14] [75:8] [76:22]
 [77:10,16] [78:18,22]
 [81:3] [82:2] [105:22,23]
 [113:12] [120:14] [125:22]
 [126:1] [127:7] [136:4]
 [137:21] [145:1,22] [146:6
 ,7] [151:5] [158:24] [161:17]
 [163:6] [167:21] [169:21]
 [170:4] [171:9] [195:25]
 [211:21] [215:10] [217:24]
 [218:15] [220:2,4] [222:22]
 [224:12,22] [225:5] [236:13]
 [252:9] [254:2] [255:24]
looked [46:4] [52:15] [78:18
 ,24] [79:17,18,22,23] [96:23]
 [97:18] [100:7,13] [146:17]
 [148:24] [177:6] [206:16]
 [207:23] [221:6] [224:24]
 [225:2] [271:7]
looking [14:23] [27:14]
 [78:12] [79:6] [80:9,10]
 [88:22] [90:25] [91:21]
 [101:14] [113:3] [118:13,20
 ,23] [125:24] [133:16]
 [134:12] [138:2] [139:3]
 [140:8,17] [143:4] [145:23]
 [146:15] [147:5] [149:13,14]
 [150:2] [158:2] [161:3,23]
 [162:4,5,13,16,23] [163:3,9
 ,13,14,18] [196:4] [215:25]
 [224:20]
looks [30:11] [46:5] [60:22]
 [111:15]
lookup [252:9]
look-up [252:9]
loose [223:6]
los [111:1,11,13] [141:2]
 [160:4] [178:7]
lose [245:3] [270:9] [271:17]
losing [269:22,23]
lost [258:10] [261:19]
lot [39:17] [102:6] [109:19,21]
 [120:2] [127:9] [133:21]
 [141:24] [144:21] [149:16]
 [156:18] [195:3,11,15]
 [199:7] [202:17] [205:5]
 [207:10] [211:11] [257:9]
 [265:15] [270:18]
louis [4:16] [226:5] [241:24]
 [247:2,8]
lower [120:25] [206:20]
 [271:9]
lunch [7:13] [141:17] [160:21]
 [164:8,12]
luncheon [164:13]

M

machine [51:22]
magistrate [143:10]
mail [9:9]
main [9:16]
maintain [11:17] [107:13,20]
 [228:15] [232:5] [235:21]
maintained [49:15]
maintaining [22:6] [36:24]
 [232:2]
maintains [22:3]
maintenance [236:2]
major [3:12] [9:18] [142:5]
 [196:21,24] [197:2] [231:12]
 [247:16] [259:14]
majority [133:15] [175:3]
 [230:3]
majors [59:22]
makeup [34:12] [202:21]
 [203:1] [205:25]
make-up [34:12] [202:21]
 [203:1] [205:25]

making [77:25] [84:17] [87:6] [90:6] [97:2] [122:19] [136:22] [173:13] [175:9] [195:11] [206:5,15] [209:10] [218:20] [228:17] [264:23]
male [263:20,22]
manage [107:8]
management [13:6] [16:24] [21:12,13,16,17,21] [22:12,18] [23:5,6] [24:14] [99:13] [106:19] [119:6] [129:8] [133:23,24] [134:3,21] [142:20] [148:12] [192:25] [234:17] [238:3,4,23] [240:13] [253:13] [255:2]
manager [13:7] [111:19]
managers [23:24]
managing [108:8] [134:1] [223:9]
manahan [181:1,11]
mandate [90:24] [116:14]
mandated [12:25] [13:1,15] [25:19] [87:14] [212:6] [267:6]
mandates [6:15] [26:25] [236:14]
mandatory [173:4] [174:20] [181:12] [200:23] [221:24] [229:13] [232:1,4]
manhattan [68:24]
manifesting [238:14]
manner [106:21] [198:15] [203:22] [243:12]
mantle [137:7]
manual [168:15]
mapp [192:24]
mapps [14:7] [18:17,25] [19:1] [23:22] [24:14] [25:9,10] [28:7] [48:13] [49:14] [52:7] [71:11,18] [133:23] [148:11] [211:1,4,6] [251:6] [253:8] [268:18]
mark [25:22] [39:3,4] [93:23]
marked [38:22]
market [155:19]
mary [41:20]
master [91:11]
masters [142:13,14]
mastronardy [4:7] [201:15] [202:1] [208:12] [209:12,21,24] [210:2,7,18,22] [211:2,5] [212:8,15,24] [213:8] [214:24] [215:19] [216:17] [217:21] [218:8,23] [219:2,15,18] [220:14,23] [221:6,19] [222:1,15,25] [223:7,15] [224:11]
material [151:6,11]
materials [212:4]
matter [33:24] [65:8] [74:20] [94:15] [138:8] [169:20] [183:18] [187:13] [190:4] [192:4] [196:24] [216:5] [219:20] [225:12] [231:4]
matters [7:11] [65:7] [72:20] [123:23] [131:16] [165:20] [200:16] [216:5] [232:2]
maturation [203:20]
may [9:18,22] [25:14] [36:13] [47:11] [54:16,17] [61:11,15] [73:23] [77:15] [83:17] [84:7,16] [86:6] [90:7] [98:8] [103:3,11] [118:22] [123:14] [126:23] [128:25] [130:5] [134:6,8] [146:9] [149:3] [153:22,24] [163:6,23] [166:11] [176:13] [189:6,12,25] [190:8] [196:1,2] [199:2] [211:10] [237:2,9] [238:13] [241:16] [249:9,17] [262:15,16,19,23] [263:25] [264:5] [265:23]
maybe [77:10,15] [85:23] [122:12,25] [133:14] [141:24] [174:15] [177:16] [197:7] [218:1] [258:22] [266:2,25]
mayor [111:20] [203:13]
mdt [204:22]
mean [79:16,22] [84:6] [93:15] [112:2] [122:25] [127:21] [143:8] [168:10] [175:17] [185:7] [187:7] [188:23] [189:16,19] [190:17] [200:17] [214:13] [220:1] [256:7] [263:5,9,13,24] [266:4] [268:19] [269:21]
meaning [15:22,23] [230:24]
meaningful [71:17]
means [20:18] [98:16] [152:22] [258:10]
measure [106:3,5]
measures [31:1] [71:1] [92:5] [125:23] [133:21] [135:20]
mechanism [51:2,4] [243:13] [268:7]
medical [65:8] [230:2]
meet [142:23] [234:8]
meeting [170:24]
meetings [28:14,15,16] [173:23] [216:22]
meets [246:10]
melded [128:25]
member [30:6] [54:2] [74:7,9,23] [249:9,10,17] [269:7]
members [8:6,8] [10:17] [12:13,16] [13:10] [15:16] [16:1] [18:13] [21:4] [22:15] [23:12] [25:9] [30:4] [36:16] [39:18] [57:13] [72:7,8] [73:10] [77:15] [82:18] [85:3] [87:24] [107:9] [109:12] [110:4] [136:5] [153:17] [154:5,7] [164:4] [201:19] [226:18] [229:9] [234:14] [241:21]
membership [9:25] [15:10] [16:2]
memo [226:22]
memorandum [91:13]
memorandums [95:18]
memory [159:4]
men [223:25]
mention [179:2] [207:4]
mentioned [8:13] [38:17] [42:8] [52:17] [101:20,21] [115:3] [126:13] [150:17,23] [179:1] [183:13,23] [223:8] [245:15] [246:1] [259:22]
mere [269:20]
merit [167:21] [172:4]
merits [75:3]
message [98:19]
met [204:5] [256:25]
meted [262:19]
method [155:14] [182:12]
methods [101:22,25] [233:5]
metropolitan [247:2]
mexico [114:2] [116:20]
michael [2:11] [4:7] [201:15]
michelle [2:5]
microphones [30:11]
mid [15:18,23] [18:21] [20:17] [23:24]
middle [202:16]
midlevel [15:18,23] [18:21] [20:17] [23:24]
mid-level [15:18,23] [18:21] [20:17] [23:24]
migrate [249:14]
miles [202:19] [206:18]
milgram [44:16]
military [203:5] [213:20] [233:19]
mind [149:20] [151:22] [223:9]
minimal [228:9]
minimize [7:20] [238:24]
minimum [14:3] [42:16,22] [229:11,15]
minnesota [243:3]
minor [74:3] [196:21,22,24] [243:2] [261:16]
minorities [153:22] [159:12] [210:17] [215:16]
minority [90:21] [96:22] [103:3,4] [141:25] [153:9,17] [206:19,23] [210:1] [215:23] [221:8]
minute [164:8]
minutes [30:7] [82:7,13] [121:18] [164:9,11,12] [168:24] [208:6] [250:23] [254:21]
miranda [166:18] [189:6,12]
misconduct [76:16] [85:11] [86:22] [88:4] [105:9,16] [108:25] [115:7,12] [116:9,11] [117:20] [120:19] [137:25] [184:13,14] [188:7,17,18,21] [189:13] [192:5,11] [246:18,24] [247:10,22] [248:16,18,19] [250:5] [259:1,3,6] [262:20] [263:11,17]
misconducts [263:4]
misdeemeanors [261:7]
misinterpreted [174:2]
missed [52:22,25]
misses [93:22]
missing [262:15]
mission [11:25] [70:9,10] [161:15,18] [217:5]
missouri [258:8] [261:15]
missouris [247:3]
misspoke [265:24]
mistakes [13:23]
mittell [2:12] [214:14]
mix [110:14]
mobile [97:17] [204:22]
mode [7:22]
model [37:3] [40:14] [60:10] [61:5,11,12,21] [62:9] [76:6] [93:4] [109:20] [112:10] [129:23] [137:14,16] [156:10] [214:12] [239:20]
models [3:14] [92:25] [93:13] [108:12,15] [109:3] [113:4,25] [114:18] [126:13] [137:20] [156:12] [211:18]
modern [227:5] [234:17]
modified [50:25] [62:18]
modify [45:21]
moment [153:14] [156:6] [182:8] [184:14] [186:2] [195:2]
monday [1:14]
monetary [227:23]
money [50:4] [200:5] [207:13]
monies [176:23]
monitor [3:16] [21:23] [31:4] [33:17] [44:21] [72:1] [89:12] [91:11,24] [100:8] [105:1] [110:24] [112:10,16] [113:16,17] [114:3] [115:17] [116:16] [122:18] [123:15,21] [124:1,14] [125:20] [126:1] [127:15] [131:5] [132:7,15] [135:15] [138:16] [142:22] [156:19] [157:1,3] [162:8] [163:4,9] [175:16]
monitored [79:13]
monitoring [13:13,20] [14:8] [15:8] [30:16] [50:21] [61:23] [77:18,21] [101:23] [109:5] [122:23] [124:21] [138:10] [149:1] [156:25] [157:8] [159:15] [195:7,8] [253:15]
monitors [6:6] [14:13] [15:5] [36:20] [38:7,9] [40:19] [72:21] [95:9] [109:7] [111:7,19] [112:5,24] [113:22] [123:5,9,11] [124:2] [133:12] [142:13] [156:18]
monitorship [32:22] [73:12] [128:13,16]
month [19:14,17,18] [97:15]
months [170:23] [178:23] [179:1,8] [181:7] [202:19] [208:16] [220:10] [261:19]

- morally** [241:3]
morning [5:2] [7:16] [25:6] [50:16,17] [53:11] [202:6]
mosque [173:21]
mosques [216:20]
motion [5:12] [142:11] [143:13] [190:8]
motivated [86:4] [153:24] [170:17]
motivation [76:3,13] [103:7] [146:11] [256:16]
motivations [96:17] [262:23]
motives [62:23]
motor [12:23] [18:19] [19:13] [20:10,16] [36:21] [38:1] [42:14] [87:10,11,15] [193:7] [204:15] [205:19] [208:17] [254:10]
motorcyclist [243:2]
motorist [42:19] [86:1] [191:19] [220:7]
motorists [19:10] [147:9]
move [30:16] [93:13] [117:10] [131:19] [139:14] [210:14] [224:5] [225:21] [258:11] [268:11]
moved [20:6]
movement [248:12]
moves [42:10]
moving [135:20] [143:20] [191:13]
mr [3:5] [5:1] [9:21,24] [10:19] [30:1,13] [31:21] [32:16,17] [33:15] [34:10] [35:11] [36:2,3,4] [37:1] [38:5,17] [39:5,11] [40:4,5,6] [42:3] [44:15,17] [46:11] [47:14,15,16] [49:7,18] [50:10,12,13,14,15,18] [53:6,7,8,9,10] [54:7] [55:1,10] [59:3,5,6] [60:2,3,4] [61:2,19] [62:8] [63:6,16] [64:11,15,25] [65:17] [66:8,11] [67:2,6,10] [68:10,11] [70:18,22] [71:11,24] [72:13,23] [73:6,15,18] [74:12] [75:12,16] [76:14] [77:1,12] [78:11,23] [79:3,25] [80:13] [81:11] [82:6,11,13,16,22] [85:2,4,5,15] [86:18] [87:2,17] [88:5,15] [89:5,7,15] [90:2,6,8] [91:1] [105:14] [110:1,6] [121:15,16,20,22,23,25] [122:3,5] [123:2] [124:22] [126:8,12,19] [127:20] [128:10,11,12,14,15,17,18,23] [131:17,23] [132:19,21,22] [133:10] [135:7] [136:2,8,9,10,14,16,25] [137:14,22] [139:1,15] [141:12,13,14,18] [142:7,8,10] [143:3,7,22] [144:3,18,25] [147:10,12,14] [148:7,16,18,20] [149:7] [150:12,13,14,16,17,22,23] [151:5,20,24] [152:24,25] [153:1,2,3] [154:13] [156:3,4,5,24] [158:11,12,14,15,23] [159:19] [160:1,20] [161:8] [163:21] [164:6,7,14,15,22,23] [168:7,10,19] [169:8] [170:4] [171:14,15,17,18,23] [172:11,15,16,20,21,24] [173:3] [174:18,19,23] [175:22] [176:5] [177:20,21,22,24] [178:3,9,10,16] [179:6] [180:12,17,18,19,25] [182:1,5] [183:11,16,22] [184:2,4,5,7,8,9,10,11,19,22,25] [185:1,6] [186:1,7,8,10,11,20,21] [187:6,15] [188:14,15,20] [189:1,16] [190:6,14,21,24,25] [191:1,2,7,18,22,24] [192:12,23] [193:2,3,10,18,24] [194:15,19] [195:1,24] [196:6,7,10,11,20] [197:25] [198:9] [199:19] [200:7] [201:6,11,13] [208:3] [212:1,2,10,20] [213:3] [214:16,17] [216:9,10] [217:10,11,12,14,15,23] [218:10,25] [219:8,17] [220:1,15] [221:4,11,12] [223:5,8] [224:2] [225:15,24] [226:14,17] [241:13,17,20] [250:18] [252:12] [254:20] [255:8,9] [256:1,11,24] [257:11,17,18,19,22,23] [258:19,20] [259:21] [260:12,14,15] [262:5] [263:8,23] [264:17,20] [265:4,7] [267:12,19] [268:10,24] [270:10] [271:3,20]
ms [30:9,12] [31:20,21,22] [32:15] [44:16] [68:12,13] [69:24] [70:16] [82:21] [83:7] [84:4] [121:17] [122:2] [124:17] [126:6,9,10] [127:13] [128:9] [158:12,13] [159:18] [168:20,23] [169:2,9] [171:12,15,16,19] [172:9] [196:8,9] [197:24] [199:17] [208:4,7] [209:8,18] [221:12,13,23] [222:11,17] [223:3] [250:21] [251:1] [252:11] [265:5,6] [266:12,24] [267:11,13]
multi [1:12]
multiple [13:2]
multipurpose [1:12]
multi-purpose [1:12]
municipal [172:10,11] [242:16] [245:15] [249:23] [260:21] [268:4]
municipalities [175:4,5] [191:25] [192:2,6,7] [193:20] [195:21] [240:2] [268:13]
museum [8:19] [141:6] [272:2]
muslim [174:1]
mvr [15:16,25] [20:19] [21:10,11] [42:24] [52:5] [71:5] [100:5,9] [145:19] [192:10]
mvr's [51:12] [97:17] [191:24] [192:6,8]
myself [81:12] [170:25] [212:25]

N

name [5:2] [66:1,3] [67:8] [69:15] [123:18] [178:8]
names [147:3] [248:25] [250:11]
narrow [63:2]
nation [202:14] [233:23]
national [6:10] [89:25] [94:10] [99:8] [159:9] [235:4,7,8] [248:21] [249:15]
nationally [158:24,25] [203:2,6] [258:14]
naturally [236:22]
nature [66:25] [143:6] [222:3] [227:10]
ndd [248:22] [249:5,9,10,12]
ndi [249:15] [250:11,13]
nearly [52:9]
nebraska [114:20]
necessarily [6:21] [38:18] [75:9] [101:8] [112:2] [123:4] [129:15] [137:16] [143:16] [154:22] [161:25] [213:18] [269:21]
necessary [31:1] [165:22] [172:7]
need [16:11] [24:7] [25:13] [31:19] [33:18] [34:22] [49:4,15] [68:7] [69:9,14,22] [87:20] [89:7] [96:23] [99:1,10] [101:22] [104:5] [105:22] [136:25] [150:18] [155:8,11,12] [158:6] [166:16] [174:4] [176:8,9,17] [183:3] [195:12] [207:11] [213:20] [228:7] [231:7] [239:13] [243:22] [246:22] [250:8] [253:3] [264:11]
needed [24:23] [35:9] [160:15] [245:12]
needs [24:5] [50:24,25] [51:24] [119:4] [126:25] [137:11] [152:3] [238:17] [240:17]
negative [100:16,18] [154:4,11] [175:21] [212:18] [271:13]
negotiate [88:12]
negotiations [247:16] [259:6]
neighborhood [98:8] [155:20,23] [176:12]
neighborhoods [96:1] [98:2,4,12,16,22,23] [103:2,5,23] [104:2] [155:8,11] [231:10]
network [11:25]
new [1:1,2,13,23] [3:8] [4:13] [5:4,10,14,25] [9:25] [10:12,14] [11:8,17] [13:14,18,21] [15:13] [17:13] [18:1,13,22] [19:7] [22:25] [23:13,17] [24:17] [25:1,13,16,25] [26:6,21] [27:15] [29:2,20] [30:23] [31:1,11,16] [34:17] [37:5,12,22,23] [39:2] [40:20,24] [42:15] [48:15,22] [49:3,10] [50:8] [51:25] [52:13] [53:16] [60:19] [63:24] [67:18] [69:4,5] [74:15] [77:21] [83:18] [84:17] [91:6] [92:19] [94:5] [95:9,13] [96:8] [99:3] [100:7] [102:3] [105:4] [110:12] [114:2] [116:20,21,24] [117:3,15] [118:2] [129:1] [130:14,22] [133:5,6,9,13] [140:20] [151:2] [153:12] [156:11,23] [157:22] [160:3] [168:2] [204:8] [207:14] [214:9] [225:2] [226:8] [229:4,8] [230:4,14,24] [231:19,21,22] [232:8,23] [233:2,3,9,13] [234:2,24] [235:3] [236:6] [240:13] [242:3,10] [243:25] [244:22] [245:12,15,17,22] [246:3,13] [248:3,13,17] [249:2,3,7,8,21,25] [250:10] [252:21] [254:19,24] [256:21] [260:4,17,19,25] [265:1] [267:25] [272:1] [273:7]
newspaper [140:5]
next [6:17] [26:15] [73:20] [88:24] [89:11] [97:14] [105:3] [132:1] [141:14] [152:16] [164:14] [165:5] [168:21] [201:13,14] [207:16] [224:7,9] [225:24] [271:25]
nice [258:21]
nine [181:7]
njptc [248:5] [249:10]
njsacop [233:13]
njsp [18:16]
no [17:7] [29:8] [37:14] [42:19,22] [51:11] [54:14] [64:4,5] [74:20] [75:21] [76:10] [77:13] [79:22] [80:6] [81:9] [85:8] [93:23] [96:12] [107:2] [108:19] [117:14] [119:9] [123:2] [127:25] [136:1] [137:22] [144:10,21] [145:13] [152:2] [155:7] [158:23] [163:18] [164:1,8] [167:4] [168:2,10] [177:22] [178:17] [182:20] [183:6,7] [186:20] [188:7] [189:14,16,17] [190:4] [191:22] [192:16] [193:2] [204:11,13] [206:11] [211:2] [212:16,18,24] [217:12] [218:23] [219:18] [220:14] [223:1,2] [231:5,25] [239:13]

Hearing - 11/13/06

[240:24] [244:1] [245:5]
 [246:6] [248:5,7] [249:2,3,8
 ,11] [252:2] [254:8] [257:15
 ,18] [258:17] [268:5] [271:4
 ,10]
noble [211:15]
nobody [93:16]
non [54:3] [229:3]
noncollege [229:3]
non-college [229:3]
none [77:3] [210:19]
nonracial [102:24]
nonstate [54:3]
non-state [54:3]
nor [183:3]
norm [244:13]
northeast [29:18] [242:10]
notary [273:7]
note [22:8] [100:3] [111:18]
 [115:20] [133:17] [146:14]
 [191:19] [239:3,23]
noted [91:2] [138:3] [148:9]
 [232:25] [272:3]
notes [179:20] [273:10]
nothing [33:13] [42:18]
 [50:8] [54:21,23] [81:6]
 [185:21,22] [223:4] [262:17]
notice [254:11,13]
noticed [81:22]
notified [52:1,2] [168:1]
notify [253:20]
noting [108:16]
notion [139:5] [153:21]
november [17:14] [8:16]
 [181:6] [273:25]
nowhere [35:13]
npd [141:6]
nuisance [155:1]
number [14:14] [19:1,3,6]
 [38:25] [39:22] [43:18,25]
 [51:6] [53:3] [68:23] [80:4]
 [90:18] [95:16] [98:25]
 [99:4,24] [112:4] [113:14]
 [121:3] [125:1,2,7] [136:11]
 [140:21] [142:23] [143:19]
 [145:3] [146:23] [147:9]
 [155:15] [159:5] [160:2]
 [174:24] [181:22] [199:20,21]
 [218:16,20] [223:16] [238:
 9,11] [262:8,13] [270:12]
numbers [41:23] [211:10]
numerous [71:19] [215:5]
nuts [43:9]

O

oakland [89:14]
oath [227:13]
oaths [227:8]
objective [105:10] [106:21]
objectives [119:2] [183:2,4]
obligation [251:17]
observe [151:14]
obstacle [210:13]
obstacles [128:19]
obtain [173:14]

obtained [174:7]
obviously [156:18] [164:24]
 [166:21] [177:8] [206:11]
 [223:19] [224:3] [268:17,19]
occasionally [175:6] [194:20]
occupant [43:3]
occupation [94:17] [243:19]
 [244:1,14]
occupational [231:18]
occupations [242:19]
 [243:16]
occur [43:3] [251:10]
occurred [142:9] [245:12]
occurring [51:11] [169:25]
occurs [14:4] [43:5]
oclock [8:17,18]
oen [185:15]
off [26:1] [34:8] [56:11]
 [57:15] [74:24] [78:17]
 [120:17] [131:23] [172:19]
 [179:8] [196:25] [207:6,13]
 [219:21,24] [220:3]
offenders [155:2]
offense [244:20] [269:20]
offenses [263:4] [270:9]
offer [8:25] [233:4,17]
offers [233:10] [234:4]
office [3:7] [4:5] [6:9] [7:3]
 [9:9,16] [10:6,9,11,18]
 [11:5,11,13] [12:13,16]
 [16:24] [18:14] [20:1,6,24]
 [23:2,11] [27:5,6,11,24,25]
 [28:6,7,12,13] [29:24]
 [31:8] [35:14,15,21,24]
 [36:17] [37:14] [40:15,16,22]
 [41:2,3,4,8,13,16,17,22]
 [46:8] [47:22,23] [48:23]
 [51:9] [55:20] [56:17,23]
 [57:1,10,13,17,25] [59:19,25]
 [60:9,13] [61:4,6,9,22]
 [62:3,4,12,20] [63:1,4,13,16]
 [64:3,7] [65:5,22] [66:1,8,16
 ,21] [67:19] [70:2,6,14]
 [72:4,21] [80:13,15,18,20]
 [95:22] [110:13,19] [111:6
 ,7,14] [112:3] [114:3,4,6]
 [115:10] [116:3] [117:18]
 [123:21,22,24] [124:4,7]
 [126:1,2] [133:25] [135:13]
 [137:7] [138:13] [151:9]
 [156:25] [157:5,12] [158:3]
 [162:8,9] [164:17] [165:16
 ,19] [166:14,25] [167:25]
 [172:2,12,23] [173:1,20,24]
 [175:18] [185:3] [186:5]
 [190:18] [192:3] [194:17,21]
 [195:4,9,20] [197:4,11]
 [200:4] [204:19] [215:14]
 [227:8] [236:25] [237:4]
 [240:21] [245:1] [249:4]
 [256:3] [266:14,23] [267:5
 ,10]
officer [10:11] [35:23]
 [48:24] [70:13] [71:3]
 [83:21] [84:24] [93:21,23]
 [94:25] [95:4] [96:25]

[100:14,19,20] [101:9]
 [102:14] [106:14] [113:8]
 [120:7] [125:5,6] [138:1]
 [145:15,24,25] [149:12,20]
 [150:4] [161:24] [165:22]
 [166:17,18,22] [170:7,9,14
 ,15,22,25] [171:7,8] [173:8]
 [176:15] [179:12,17] [180:
 1] [181:17,18,20,23] [184:17
 ,23] [185:9,12,21,24] [187:
 1,8,12,25] [189:9,22] [191:
 15] [196:15,18] [197:8,20]
 [198:4,11,13] [199:3]
 [206:10,13] [208:14,16,20]
 [209:3,6] [211:22] [217:6,18]
 [219:19] [221:7] [222:5,21
 ,23] [227:12,21] [230:20]
 [231:4,6,12,14,19,24]
 [232:22] [234:18] [237:1]
 [238:8] [239:2] [244:23]
 [246:10,21,24] [247:6,7,11
 ,15,20] [248:6,7,9] [249:3,7
 ,24] [250:14] [251:8] [259:7]
 [263:12,15,17] [265:14]
officers [5:17] [16:16]
 [23:21] [58:8] [94:7,9,12,23]
 [96:5,8] [98:11,13] [99:6]
 [100:9,25] [101:4,23]
 [103:7,8] [104:11] [106:18]
 [115:13] [117:24] [118:8]
 [120:17] [121:10] [125:8,15]
 [129:19] [134:8] [144:7,8]
 [145:10] [146:7,17,19,22]
 [147:3,8] [150:6] [151:3]
 [152:9,10,14] [155:10]
 [162:2,5,10,14,16,17,24]
 [165:19] [174:11,12,13]
 [186:14] [187:19] [192:9,19
 ,20,22] [193:17] [194:20]
 [200:8,20] [205:20] [206:4
 ,25] [207:24] [210:3] [211:20]
 [214:1] [215:10,25] [216:20]
 [218:3,5] [220:20] [221:17]
 [222:6] [227:9,17] [228:14
 ,17,19,24,25] [229:1,18]
 [231:8,17,23] [232:4,19]
 [238:13,17] [241:5] [242:6
 ,16] [243:1,4,10,24] [244:7
 ,17] [245:14,16] [246:8,17]
 [247:17,24,25] [248:12,15]
 [249:1,24] [250:12] [251:5
 ,21] [252:15,22] [253:3]
 [255:19] [257:24] [258:9,15]
 [261:3,15] [262:1,4,16]
 [263:6,20,21] [266:20]
 [269:8] [270:13] [271:6,9]
officertobe [231:12]
officer-to-be [231:12]
offices [123:25] [134:1]
 [157:8] [160:5] [168:14]
 [173:7] [223:16]
official [232:14]
officials [231:5,7]
often [96:17,18] [99:20]
 [103:25] [104:3,12,15]
 [107:1] [117:23] [124:23]

[150:3] [244:19] [251:20]
 [254:3]
oh [155:9] [158:23]
oic [24:19] [25:7]
okay [11:1] [73:6] [77:1,14]
 [85:15] [88:24] [89:4]
 [110:6] [159:19] [169:9]
 [190:24] [210:25] [226:15]
 [261:5]
old [92:14]
ombudsman [111:1]
onboard [166:5] [167:16]
 [176:19,25] [177:17] [183:
 21] [185:16]
on-board [166:5] [167:16]
 [176:19,25] [177:17] [183:
 21] [185:16]
once [5:1] [13:5] [14:6,13]
 [43:5] [46:15] [47:16]
 [58:10] [79:4,15] [197:6]
 [228:5] [231:23] [235:19]
 [248:6,8] [268:22]
one [7:2] [9:1] [19:18] [23:1]
 [27:1] [31:19] [34:17]
 [35:12] [37:14] [43:19,20]
 [47:19,22] [52:16] [53:2,3]
 [54:23] [57:6,12] [58:7,18]
 [59:3,10] [60:5] [68:1,25]
 [69:25] [71:20] [77:7]
 [81:15,22] [82:17] [84:4]
 [91:12] [92:8,14] [100:4,11
 ,22] [101:7,11,16] [104:22]
 [105:20] [106:1,5] [107:16]
 [108:2] [109:9] [114:1]
 [118:15] [121:1] [122:15]
 [123:19] [124:18] [125:16,22]
 [126:14,22] [127:13] [130:
 16] [139:25] [140:2,24]
 [141:14] [142:21] [143:8,24]
 [144:21] [145:22,24] [146:
 13,14] [147:23] [149:11,12]
 [150:15] [153:7] [154:15]
 [156:7] [157:13] [158:17]
 [159:20] [160:20] [163:5]
 [166:25] [169:5,10,14]
 [170:6] [171:25] [174:11,23]
 [176:5] [179:24] [182:17]
 [183:11] [186:24] [187:16,19]
 [189:2,7] [197:24] [198:2]
 [199:19] [201:18] [202:4]
 [203:18] [205:4] [206:2]
 [207:5,22] [208:13] [210:3
 ,22] [213:22,24] [214:25]
 [216:10,17] [217:1,2]
 [219:19] [220:3] [221:7]
 [223:5,16] [226:2] [228:12]
 [233:21] [240:24] [242:10]
 [243:5] [247:21] [248:16]
 [251:5] [258:11] [263:15]
 [266:7] [267:24] [269:5]
 [271:4]
onehouse [31:19]
one-house [31:19]
ones [113:4] [150:1,2]
 [165:6] [183:12]
onestop [31:19]

- one-stop** [31:19]
ongoing [113:13] [124:1] [138:8,10] [254:16]
onsite [235:16,22]
on-site [235:16,22]
onto [256:6]
opa [81:7]
open [132:11] [152:14] [155:19] [251:23]
opened [81:19]
opening [201:17]
openly [104:5] [152:21]
opens [236:17]
operate [38:20] [46:22] [200:6]
operates [47:1] [236:14]
operating [14:15] [33:8] [34:4] [45:5] [51:6] [83:15] [212:13,21]
operation [29:13] [57:25] [241:4]
operational [12:3] [20:22] [45:11] [46:20]
operations [13:23] [14:11,14] [15:14] [16:3] [17:14] [20:21] [23:20] [24:13,20] [25:3] [28:10] [29:5] [36:9,25] [40:19] [44:1] [52:2] [54:18] [137:18] [205:1]
opinion [136:1] [158:19] [187:9] [205:16] [229:12]
opinions [56:8] [64:16]
opportunities [30:18] [155:4]
opportunity [10:1] [39:24] [45:9] [226:19] [241:14,22]
opposed [64:12,14] [116:16] [121:9] [125:3] [138:24] [146:10] [158:21] [193:5] [218:21] [251:15] [252:5,23]
opposite [107:15]
ops [33:5] [36:12] [39:14,16] [55:23] [56:19] [71:2,16,24] [72:1] [76:22] [80:17]
order [30:6] [38:12] [47:24] [49:2,5] [61:5] [84:8] [89:3] [124:7] [143:25] [173:11] [201:10] [204:10,11,13] [240:19]
orders [21:6] [118:17] [125:13]
ordinance [108:5] [111:10] [116:22] [125:12]
ordinances [229:24]
ordinary [269:3]
oregons [111:6]
organization [6:11] [37:16,18] [48:14] [55:5] [70:13] [97:9] [127:4] [130:5] [131:4] [161:5] [203:10] [205:6] [227:16] [230:24] [234:10,15] [235:7]
organizational [92:22] [121:8] [161:9]
organizations [49:4] [74:13] [92:21] [223:10]
- organize** [69:19]
organized [205:3]
organizing [50:5]
orientation [99:9]
origin [94:10] [99:8]
original [273:9]
originally [217:4]
orleans [140:20]
oshea [3:9] [9:15,20,23] [10:4,19,23] [11:1] [30:2,13,20] [32:8] [33:3] [34:14] [35:18] [36:10] [37:9] [38:14,24] [39:9] [40:13] [42:12] [44:8] [45:16] [46:21] [48:9] [49:10,20] [50:17] [51:3] [54:6,11] [55:9,16] [57:5] [60:15] [61:10,24] [63:12,22] [64:13] [66:16] [67:9,15] [68:21] [70:5] [71:5,10] [79:11] [80:12] [82:5,19] [83:6,12] [84:11] [87:9] [148:21]
osheas [156:16,17]
ospa [13:11] [15:11] [16:1,6,19] [22:16] [37:2] [38:7,10] [40:8] [53:13,15,18] [54:1,5,7,24,25] [55:3,17] [58:22,25] [59:10,18] [63:7] [65:18] [66:9] [67:5,12] [81:24] [82:4]
ought [78:15] [120:12] [161:3] [242:14] [250:10]
ourselves [82:9]
outcome [126:4]
outlier [77:7]
outliers [134:8] [146:22]
outlined [50:18] [88:15] [204:12]
outlines [229:9]
outofstate [249:6] [250:13]
out-of-state [249:6] [250:13]
outreach [27:12] [28:19,20] [29:19] [108:10]
outside [27:9] [31:4,17] [48:21,22] [49:3] [54:22] [97:8] [106:25] [112:1,2] [116:16] [117:6,9] [235:16] [236:18]
outsiders [107:7]
outstanding [170:8]
overall [81:3] [157:17]
overcome [94:22]
overly [102:8]
oversaw [89:20]
oversee [91:4] [113:17]
overseeing [246:11]
oversight [3:14] [7:6] [55:7] [56:17] [93:6,13] [101:13] [102:5] [105:1,4,7,21] [106:4] [107:2,12,19] [108:1,12,15] [110:18] [111:24] [113:3] [114:12,15,21] [116:4,19,21] [117:3,9,10] [124:13] [125:9] [126:12,16,25] [128:4] [138:11,20]
- [167:10] [231:20] [245:10] [247:18]
overtime [120:15]
own [52:6] [65:12] [70:25] [73:20] [75:2] [78:19] [107:8] [113:24] [139:24] [195:21] [197:16] [245:23] [267:3]
-
- P**
- p.m** [1:15] [8:18] [272:3]
packet [166:24]
page [3:2] [258:23] [267:15]
paggers [7:21]
paid [247:13]
panel [6:22] [7:24] [8:8] [46:25] [47:3] [67:22] [93:2] [199:23] [201:14,19] [213:5] [225:21,24] [270:21]
panelist [226:2]
panelists [9:13]
paper [8:4,5] [193:5,9,11] [222:13,16] [238:7]
paperwork [206:10,14]
paradigm [11:17]
parameters [43:10] [47:4]
parcel [87:15]
park [140:6]
parkway [29:8]
part [9:5] [30:21] [31:2,3] [39:15] [40:19,21,22] [44:23] [46:11] [65:18] [67:12] [87:13,15] [92:6] [97:2,6,11,15] [108:23] [111:8] [121:1] [125:4] [126:16] [144:4,5,13] [145:13] [170:14] [171:5] [185:21] [187:10] [197:8] [204:17] [205:1,2] [206:21] [216:18,23] [228:16] [259:5] [268:11]
participate [204:7] [212:11] [232:23] [248:21] [250:11]
participated [205:8] [212:9]
participating [28:20] [248:25]
particular [15:1,21] [20:14] [35:16] [41:1] [80:7,24] [96:25] [102:4] [125:19] [146:10] [150:24,25] [155:19,21] [165:17] [166:7] [170:14] [171:8] [180:2] [181:24] [185:25] [187:8] [190:22] [196:15] [198:1] [199:14] [221:7] [222:19,21,23] [236:5] [265:19] [269:11]
particularly [88:20] [90:21] [96:4,22] [98:19] [139:12] [149:7] [160:6] [176:4] [216:12] [230:12]
parties [92:1] [132:13] [255:1]
partner [84:2] [127:11]
partnership [130:3]
parts [40:18] [243:14]
partys [143:12] [248:17]
- pass** [8:8] [70:20,21]
passed [158:7] [258:9]
passenger [187:11]
passing [179:23]
past [75:1,2] [240:7] [242:2]
patrol [19:7] [51:12,15] [52:11] [79:12,18,22] [96:13] [108:20] [138:25] [166:5] [170:22] [176:25] [180:7] [199:16]
patrolling [207:1]
patrols [92:23] [115:23] [129:24]
patted [98:7]
pattern [79:6] [91:5,14] [95:15] [97:22] [123:6] [134:13] [220:19]
patterns [87:25] [88:3,9] [101:15] [105:15] [254:2]
pay [199:6]
peace [120:7]
pedestrian [101:24] [102:17] [104:10] [191:10,11,16]
peers [71:13] [134:9] [146:25]
penalized [250:24]
penalties [74:13,15] [75:10]
penalty [75:6]
pending [254:13]
pennsylvania [115:10,16] [137:19,23] [138:7]
people [16:11,25] [32:7] [37:8,19] [38:15] [39:22] [40:15] [67:24] [104:23] [139:13] [162:10] [174:1] [195:3] [199:21] [202:12] [203:21] [204:5] [206:4,20] [207:11] [211:20] [213:10,15,16,19,20,21] [215:5] [216:4,21,24] [221:8] [223:20] [224:5] [225:8,13] [228:17] [241:8] [252:3] [255:22] [256:22] [257:5] [259:16]
per [19:14,16] [121:18] [168:24] [208:6] [252:2] [258:10] [261:25] [271:6]
percent [14:15] [15:7] [52:10] [159:6] [183:20] [192:2] [205:25] [206:1] [210:11] [214:25] [215:9] [218:13] [219:11,12,13] [220:17,18] [227:22] [247:5] [252:22] [266:23]
percentage [13:21,25] [14:12] [38:21] [42:7] [43:25] [102:22] [205:24] [206:23] [210:1] [214:22]
perception [44:4,6,10,13,14] [103:14] [104:24] [122:11] [128:7] [150:9] [171:1] [173:25]
perceptions [144:17]
perform [12:20] [28:11] [40:10] [54:19] [55:14] [243:11]
performance [12:2] [16:25] [22:21] [23:5] [24:15]

Hearing - 11/13/06

[33:20] [34:8] [39:20] [192:25] [234:1] [238:15,18,20] [240:15]

performancebased [39:20]

performance-based [39:20]

performed [59:11,15]

performing [12:19] [53:15] [67:11,12,13] [99:9]

perhaps [40:24]

period [18:23] [73:11] [81:18] [170:22] [188:12,16] [220:10]

periods [257:10]

permits [235:3]

perpetuate [153:20,25]

person [91:2] [94:14] [95:1,5] [110:25] [165:9] [187:2] [189:8] [199:8] [216:7] [218:6] [227:11] [237:10]

personal [229:11] [238:13] [240:25]

personally [212:15]

personnel [10:6] [16:25] [17:2] [23:5] [24:15] [26:4,9] [37:2,6] [38:11] [40:14,20] [192:25] [200:5,14] [212:7] [227:4,23] [228:2] [229:20] [251:24]

persons [94:9] [254:11] [263:2]

perspective [7:8] [56:19] [164:18] [201:9] [226:24]

perspectives [6:19]

pertaining [78:20]

phases [83:13]

phenomenal [214:11]

phenomenon [244:21]

phil [57:20]

physical [171:3] [210:12] [230:1]

picture [81:3] [146:6] [149:24] [170:5] [224:23]

piece [8:3,5] [206:10,13]

pieces [238:8]

piquing [48:7]

place [30:24] [38:7] [45:3] [71:6] [74:15] [101:22] [107:25] [122:22] [123:7] [127:5] [134:5] [135:3] [152:3] [158:3] [159:16] [161:6] [169:19] [174:22] [177:7,8,17] [183:6] [198:3] [208:24] [252:8] [253:15] [256:25] [270:14,16] [271:7] [273:10]

placed [209:1]

places [37:11] [84:7] [90:22] [124:15]

plainfield [175:7] [192:16,21]

plaintiffs [142:11,17] [143:14]

plan [10:14,16] [11:3] [23:9] [30:22] [31:17] [35:5,7] [76:6]

planned [201:21]

planning [17:2]

play [23:16] [55:11] [84:12] [139:22] [172:19] [239:6] [241:6]

plays [231:16]

pleads [244:23]

please [7:20] [164:22] [184:6] [196:14]

pleased [250:16] [265:1]

pleasure [90:1] [164:6]

plethora [16:16]

plug [23:16] [27:22] [31:6,7,10] [60:9] [74:24]

plugging [50:20] [60:6]

plugin [60:9]

plug-in [60:9]

plugs [60:10]

plus [43:6]

point [26:2] [29:9] [51:1] [64:14] [67:17] [80:17] [81:1] [91:2] [104:21] [105:14] [122:22] [131:19] [139:7] [166:16] [169:22] [187:16] [197:7] [223:21] [230:17] [231:12,17] [233:20] [240:22] [253:21] [260:16] [262:16] [264:3,7]

points [84:8]

police [1:2] [3:8] [4:3,8,12,14] [5:4,17] [6:1,6,8,9,10,15,21] [7:3] [10:1,6,12,15] [11:6,7,12,22] [12:14,15,17] [13:1,19,22] [14:21] [15:14] [16:16] [17:2,14] [18:2,13,14,23] [19:7] [20:2,3,7,8,14] [21:11] [22:5,11] [23:1,12,18] [24:18,24] [25:1,14] [26:1,7,21] [27:10] [28:17] [29:2,20] [30:16,23] [31:2,9,11,16] [32:24] [36:8,14,17] [37:13,22,24] [38:20] [39:3,14] [40:15,17,21,24] [41:3,14,22] [42:16] [44:20] [45:6,8] [46:10] [48:15,23] [49:4,11] [50:9] [52:1,13] [53:14,21,25] [54:2,3,10] [55:4,11,15,20] [56:5,23] [58:21,25] [60:1,19] [62:3,5,9] [63:13,17,24] [65:5,19,22] [66:3,14,17,20,21] [67:19] [69:4,5] [71:25] [72:2,12] [73:10,25] [74:3,13,16,19] [76:18] [77:22] [78:3] [80:13,16,20] [83:15,18] [84:14,16,25] [87:22] [88:2] [89:16,18] [90:14,15,17,19,20] [91:3,8,18] [92:5,10,22,23,25] [93:3,13,19,21] [94:6] [95:13,21] [96:8,12,13,21,23] [98:10,12,14,19] [99:3] [100:23] [101:25] [102:25] [103:1,4,13,19,24,25] [104:1,7,9,22] [105:4,18,21,23,24,25] [106:3,12,14,19] [107:15,17] [108:1,15,20] [109:3,5,7,17] [110:13,17,21] [111:2,3,4,5,6,21,23] [112:1,6,12,16,21] [113:3,23] [114:8,12,14,15] [115:4,8,13] [116:2,21] [117:1,13,16,20,23] [118:2,9,16] [119:6] [120:1,15,18] [123:8,22] [125:1,20] [126:25] [127:17,22] [128:2,6] [129:14,18,19] [130:1,19] [131:3,5] [133:9,25] [134:24] [135:12] [136:18] [137:17,24] [138:1,5,10,19,24] [139:6,8,18,20] [142:16,25] [144:1,11] [146:10] [150:2,5,19] [153:15,18,21,24] [154:1,2,7,10] [155:8,12,16] [156:13] [157:6,15] [158:19] [159:7,8] [160:2,4,9,12] [161:21,24] [162:20] [165:6] [167:10] [168:3,6,13] [172:10,12,13] [173:5,15] [174:4] [175:11,25] [180:22] [181:2] [182:10,18,19] [184:17,22] [185:2] [187:19,25] [188:7,17,18,21] [189:13,21,23] [190:15] [192:5] [194:3,17,23] [195:4,8,10,12] [196:15,18] [197:9] [198:4,22] [199:9] [200:20,21,25] [202:5,8,10,23] [203:5] [204:3] [205:12] [206:8] [207:12,20] [208:13,23] [209:10,13,23] [210:1] [211:8] [213:1] [214:1,10] [215:25] [216:6,12] [217:6,18] [218:2] [221:17] [222:18] [223:9] [224:18] [226:7,9,25] [227:6,12,20,25] [228:5,8,14,24,25] [229:1,10,14,18,19] [230:4,10,15,20,22,25] [231:1,2,3,5,11,13,19,21,24] [232:10,22] [233:2,3,7,10,14,22,24] [234:3,13,25] [235:7,9] [237:12] [240:7,24] [241:2,5,11] [242:5,8,13,25] [243:4] [244:5,7,10] [245:13,18,22] [246:8] [247:2,17] [249:7] [251:4] [253:3] [256:3] [257:24] [261:3] [262:16] [263:12,15,16] [264:22,24] [265:13] [266:15,18,19] [267:24,25] [268:12] [269:4,7,8,12] [270:13]

policecommunity [90:17]

police-community [90:17]

polices [7:4] [63:18] [128:22] [173:25] [192:24] [239:20]

policies [21:5] [33:6] [43:10] [71:6] [94:7] [96:20] [101:16] [105:18,24,25] [110:23] [118:15] [126:3] [129:5,7] [134:21] [136:22] [161:15,18] [198:21] [227:4] [234:11,12] [236:15] [239:17] [240:4]

policing [29:7,9,10] [36:14] [90:15] [93:12] [94:19] [95:7,25] [96:5,9,11] [97:22,25] [98:5,18] [99:11] [103:15,18] [104:16,24] [129:22,23] [130:21] [141:3] [149:14] [154:20] [162:11,16] [173:13] [176:1] [183:23] [184:1] [188:11,12] [189:5] [190:11] [192:11] [208:11] [212:5] [213:7] [226:25] [227:15,21] [228:4,13,16] [232:16,21] [236:23] [254:7,14] [257:25] [262:12,15] [267:9]

policy [13:1] [22:20] [26:25] [27:1,8,11] [32:6] [34:18] [43:24] [45:25] [46:3] [69:10] [84:17] [99:6] [100:10] [101:20] [130:7] [146:10] [150:2] [152:1] [165:3,13] [168:11,14,17] [181:4] [182:15] [183:9] [198:20] [232:14,18]

political [115:22] [254:19] [256:12]

politically [255:5]

poligraph [230:7,8,16]

ponderous [261:1]

pool [210:6,17] [228:2]

poor [69:1] [171:4] [252:4]

populated [153:16]

population [102:21] [206:19,24] [214:22] [215:22,23]

populations [103:4]

portion [11:5] [12:21] [15:11] [16:6,19] [20:1] [23:13] [31:8,15] [51:13] [54:25] [55:3] [62:4] [67:18]

portions [24:5]

portland [111:5] [157:9]

pose [70:24]

posing [199:24]

position [32:4] [64:10] [163:10,20] [176:15] [199:15] [205:5] [245:2]

positions [32:1] [58:15,20] [229:6]

positive [100:15,18] [113:20] [139:3] [144:2] [158:19] [159:3] [175:21] [203:22]

positively [144:12,13]

possess [228:9]

possibilities [126:14]

possibility [19:8] [126:15] [157:14,25] [229:13]

possible [86:11,13] [197:6] [263:25]

possibly [81:2]

post [10:16] [14:3,4] [15:12] [31:15] [42:19,20,22] [43:2,5,8] [120:6] [222:12,22] [246:9,11,16,19] [248:1,4] [249:2,19] [253:2]

postagencies [249:19]

post-agencies [249:19]

postdecree [10:16] [31:15]

post-decree [10:16] [31:15]

postospa [31:15]

post-ospa [31:15]

posts [247:23]

Hearing - 11/13/06

poststop [14:3,4] [42:19,20,22] [43:2,5,8] [222:12,22]
post-stop [14:3,4] [42:19,20,22] [43:2,5,8] [222:12,22]
posttraining [253:2]
post-training [253:2]
potential [143:11] [190:16] [269:2,10]
poverty [98:15] [103:2]
power [245:9] [246:17,19,20]
powerful [238:2]
powerpoint [83:2]
practical [265:20]
practice [5:20] [11:18,19] [15:17] [21:20] [25:16] [30:5] [46:6,9] [74:18] [75:1] [91:5,8,15] [95:15] [123:6] [168:9] [174:2] [182:10,12] [232:15,20]
practices [12:5] [19:24,25] [20:4,20] [22:14,17] [33:7] [36:18] [79:12,19,22] [90:5] [94:21] [105:24] [110:23] [115:24] [126:3] [226:25] [234:13] [249:20]
practitioners [22:7]
pragmatic [156:6,20]
preapproval [44:24]
preapproving [46:14]
preceding [236:3]
precheck [52:4]
preexisting [156:10]
preoperational [52:10]
prepare [216:15]
prepared [47:7] [201:17]
preparing [231:22]
preponderance [260:7]
presence [104:9]
present [10:13] [44:22] [81:19] [161:20] [188:14] [196:12] [221:14] [264:5] [265:9] [266:14]
presentation [31:23] [32:20] [36:6] [42:6] [45:2] [122:19] [132:24] [133:1] [147:15] [148:19] [178:1]
presenter [9:17]
presenting [47:17] [158:16]
presents [234:18] [239:5] [263:7]
president [4:12] [226:8]
pressures [96:19]
prestigious [233:21]
pretext [51:11]
pretextual [104:12] [146:4]
pretty [58:12,17,19] [77:17] [124:16] [133:18] [141:23] [156:9] [159:13] [199:25] [261:8,9,20]
prevent [247:19]
preventing [6:3]
previous [6:4] [93:2] [169:6,16] [247:10] [248:18]
previously [198:2] [246:24]
price [49:8,11]
pride [212:25]

primarily [22:6] [32:22] [41:11] [218:7]
primary [14:24] [28:17] [63:9] [165:14]
prime [26:12] [51:8]
principal [92:15] [94:8] [112:9]
principles [89:18] [114:21]
prior [15:11] [18:25] [45:17] [51:12] [52:11] [58:22,25] [59:18] [181:24]
priorities [92:1]
prioritize [200:11]
prisons [116:9]
private [91:7,15] [138:15]
privilege [5:3]
pro [74:20]
proactive [71:1] [159:24] [174:15] [217:3] [238:23]
probability [14:20] [19:9]
probable [99:23] [146:1] [186:12,17,25] [191:14] [270:20,22]
probably [38:2] [47:2] [69:1,21] [83:13] [86:3] [109:8] [119:15] [135:22] [136:2] [192:18,19] [201:23] [198:6]
problem [10:25] [64:4,5] [93:16] [121:8] [124:23] [129:21] [130:21] [138:3,6] [153:20] [154:19,20] [164:21] [181:17,18] [223:13] [247:19] [248:20] [252:19]
problem-oriented [129:21] [130:21] [154:20]
problem-oriented [129:21] [130:21] [154:20]
problems [5:16] [33:1] [54:9] [112:13] [119:7] [121:5] [128:22] [154:21] [237:9,22] [238:14,21,23] [251:7] [259:8]
procedural [43:24] [107:10] [129:16] [145:18]
procedure [27:11] [32:6] [34:4] [168:18] [201:18] [241:25] [254:24]
procedures [6:7] [15:17] [19:24,25] [20:4,20] [21:6] [22:14,17] [33:9] [36:18] [43:11] [45:3,6] [69:11] [84:17] [101:19] [105:18] [118:15] [129:5] [130:15] [208:24] [212:14,21] [227:5] [232:11] [233:25] [234:11,12] [236:9,15] [239:14,20]
proceed [9:22] [90:7] [166:14] [269:16]
proceeded [269:17]
proceeding [113:18]
proceedings [7:19] [8:23] [72:6] [183:8] [260:25]
process [39:25] [40:3] [58:6] [71:7,12] [79:11,14] [81:7] [95:3] [106:17] [115:14] [124:21] [125:11] [144:9] [168:5] [169:14] [193:6] [203:9,17] [209:10] [210:15,24] [217:9] [228:4,11] [230:8,11] [234:17] [250:6] [259:8,22] [269:5]
proclaims [227:18]
produce [30:25] [38:11] [73:7] [76:19] [83:2]
produced [14:19] [27:9] [28:22]
produces [76:20] [80:6]
producing [80:3]
productive [239:7]
profession [243:19]
professional [3:7] [7:3] [9:16] [10:9,11] [11:13] [23:2] [27:24] [28:1] [29:24] [40:23] [41:2,16,17] [51:9] [57:1,18] [70:2,6,14] [72:5] [80:18] [110:9,15,18] [114:6] [117:18] [129:12] [136:1] [137:7] [185:13] [204:17] [205:14] [207:25] [209:15] [211:8] [212:25] [215:8] [216:4,12] [225:14] [227:2,16] [228:20] [233:11] [234:10] [236:12] [238:3,14] [252:20,23] [260:10] [261:25]
professionalism [170:13,18] [178:22] [242:5]
professionalizes [243:9]
professionally [77:23] [219:23]
professionals [243:16] [244:3] [245:2] [260:18] [266:9]
professions [242:18] [243:15,25] [260:2] [266:11]
professor [4:16] [114:19] [226:4,10] [241:19,20,23] [250:19,22] [254:18,23,25] [255:12] [256:4] [258:3,21] [259:4,25] [261:5] [265:8,10,23] [268:25] [269:13] [270:17] [271:10]
profile [116:13] [137:24] [138:14] [248:15]
profiling [5:17,20] [6:3] [33:23] [44:4] [75:17,19,23,25] [76:7] [77:5] [78:8,14] [81:10,16] [85:9,22] [86:7] [88:23] [91:3,18] [93:11,15,16,18,20] [94:4] [95:24] [99:2,16] [101:9] [102:14] [104:21] [127:11] [130:24] [144:22,24] [145:12,17] [148:22,24] [149:2,5,9,18] [151:2] [152:10] [164:21] [165:8] [171:21] [181:20] [183:24] [185:10] [186:2] [187:18,23] [188:3] [189:4] [195:14] [223:14] [236:8] [242:13] [256:20] [267:9]

program [5:25] [19:15] [51:5,25] [91:5,15] [95:16] [141:2] [148:11,12] [161:12] [162:9] [173:5] [175:17] [193:14] [204:2,24] [205:2,8,10] [211:6] [212:17] [232:24] [233:17] [235:11] [253:7,8] [255:11] [256:14,25] [257:4] [258:14]
programs [22:4] [99:18] [233:5,11,12,23,24] [234:2] [240:12,14,18]
progress [6:14] [92:4,17,18] [97:10] [116:18] [133:8] [135:11,16] [143:20]
progressive [74:18] [75:15]
prohibited [232:18]
prohibiting [99:6] [232:15]
prohibitive [41:1]
project [204:7]
projects [28:7]
promote [89:16] [93:7] [229:22] [231:9]
promoted [15:20] [161:4] [225:11]
promotes [234:19]
promoting [89:18]
promotion [162:2]
promotional [115:24] [217:9]
promotions [138:17] [231:4]
prompting [107:5]
promptly [7:14]
proof [258:17] [260:6]
proofs [235:14]
proper [15:25] [20:12] [196:23]
properly [51:14] [81:1] [118:10] [119:3] [189:11]
property [119:11] [120:17]
proposal [10:14] [30:15] [46:12,18,21,23] [55:2,8] [70:1]
propose [11:3] [45:12] [59:16]
proposed [8:14] [45:9,14] [247:4]
proposing [44:20] [45:8] [53:14] [55:13]
pros [109:23]
prosecute [59:1] [198:18]
prosecuted [58:23] [171:22] [261:17]
prosecutes [57:21]
prosecution [66:14] [198:11]
prosecutor [4:4] [57:21] [164:16] [165:18] [170:20,24] [173:19] [181:1,10] [193:19,25] [194:6] [236:24] [237:1,7,19,20] [240:6] [253:17] [267:7]
prosecutors [4:5] [164:17,18] [168:14] [173:6] [185:3] [192:3] [197:4] [200:3] [223:16] [240:10,21] [267:

4,10]
protect [207:12] [231:23]
protection [104:9] [183:2]
protections [107:11]
protects [243:9,13]
protocol [144:4]
protocols [119:22] [124:11]
 [201:2]
proud [223:22,24] [233:20]
prout [85:23] [86:3] [149:6,10]
 [198:17] [263:10] [271:13]
proven [234:13,17]
provide [14:20] [16:3]
 [17:2,4] [27:14] [29:12]
 [31:12] [35:8] [39:15]
 [47:13] [76:7] [106:22]
 [163:11] [167:24] [172:7]
 [192:8] [225:8] [231:1,13]
 [237:25] [251:20] [268:8]
provided [6:12] [12:9]
 [61:17] [76:18] [158:4]
 [174:21] [219:10] [239:22]
providers [244:5]
provides [29:19] [41:12]
 [58:13] [60:23] [167:19]
 [181:16] [231:20] [233:24]
providing [57:23] [61:20]
 [105:10] [227:1]
proving [78:7]
provisions [95:13] [132:3,5]
 [133:19]
provoked [257:9]
psychological [199:4]
 [213:23] [214:1,6] [230:1,12]
psychologist [214:2]
ptc [245:18,20] [246:6]
public [1:7] [8:21] [11:24]
 [22:7,24] [27:4] [47:22]
 [52:6] [53:23] [70:23]
 [72:2,14] [73:8,11,19]
 [77:15] [83:4] [84:18]
 [87:24] [101:2] [103:17]
 [106:12,23] [108:10] [114:
 25] [118:22] [125:25] [127:
 24] [139:5] [142:10] [144:7
 ,10,12] [157:18] [158:19,21]
 [159:20,22] [190:17] [199:
 22] [225:18] [227:7,18]
 [234:1] [241:11] [243:20]
 [273:7]
publication [89:17]
publicly [84:13]
published [58:19,20] [84:14]
pull [217:22] [253:14]
pulled [208:18,22] [217:19]
 [218:5]
pulling [220:21]
punch [133:3]
punishment [270:2,4]
puro [242:3]
purpose [15:3] [21:8] [22:4]
 [30:21] [121:6] [237:16]
purposes [185:2]
purse [140:7]
pursue [57:12,16]
pursuit [122:15]

pursuits [232:11]
purview [54:22]
pushed [27:8,10]
pushing [27:19]
put [24:23] [25:5,24] [28:25]
 [29:5] [37:22] [38:15]
 [43:22] [47:4] [48:5] [49:7]
 [53:4] [60:5] [71:20] [72:17]
 [76:12] [79:15] [97:12]
 [101:22] [107:25] [123:7]
 [134:5] [137:6] [139:25]
 [143:13] [148:8] [153:4]
 [156:7] [157:11] [170:23]
 [174:7,22] [180:6] [207:21]
 [246:25] [256:23,25] [261:
 13] [266:6] [268:8] [270:14
 ,16]
puts [26:23] [193:16] [244:7]
putting [64:5] [67:6] [134:4]
 [211:16]

Q

qab [61:24]
qualification [229:9] [246:10]
qualifications [228:9]
 [232:1] [234:8] [258:5]
qualified [38:15] [227:4]
qualities [161:22]
quality [11:15,16] [12:6,12]
 [15:15] [19:20,23] [22:9]
 [23:10,13,15,18] [26:20]
 [27:17] [28:1] [29:22]
 [36:7] [40:11] [41:25]
 [50:7] [55:5] [56:12] [60:6,11
 ,22] [61:7] [62:20,24] [64:8]
 [67:7,13,15] [70:8,10]
 [118:5,20,23] [216:6]
 [225:8] [228:16] [230:20]
 [231:8]
quantity [200:4]
quarterly [72:24] [237:6]
quarters [18:19]
query [249:8,9,12,17] [250:
 13]
question [7:24,25] [8:4]
 [17:9] [30:15] [35:12]
 [44:3,18,22] [45:2] [47:19]
 [48:17] [59:4,6] [60:7]
 [66:25] [67:3,6,25] [68:15]
 [69:25] [76:17] [77:13]
 [79:4] [80:8] [81:16] [82:24]
 [85:18] [86:10] [88:8,11,13
 ,24] [89:2] [93:17] [95:3]
 [96:12] [99:21] [103:6,8,12]
 [104:18,25] [107:2] [113:10]
 [117:10,14] [119:9] [124:18]
 [125:21] [127:14] [128:1]
 [132:12] [133:1,11] [134:9
 ,17] [136:17] [144:11,19]
 [145:13] [148:19,20] [149:
 13] [150:4,15] [152:2]
 [155:7,13] [156:8] [157:10]
 [158:17] [159:8,20,22]
 [160:21] [161:7] [163:5,18]
 [169:5] [170:1] [172:18,21]

[174:16] [183:12] [186:19]
 [190:23] [195:16] [197:25]
 [199:20] [200:2] [201:5,19]
 [203:17] [208:6] [214:22]
 [216:11] [217:21] [220:2,9]
 [223:6] [224:6,7] [246:25]
 [251:3] [252:14] [253:7]
 [254:18] [257:7] [258:22]
 [259:5] [262:7] [265:18]
 [266:22,25] [269:14,19]
 [271:11,19]
questioned [140:12]
questioner [121:19] [250:23]
questioners [141:16]
questioning [30:4] [42:21]
questions [8:8,9,11] [14:1,3
 ,5,9,10] [16:13,14,17,20]
 [17:6] [20:23] [30:7] [32:20]
 [42:8,10,11,17,23,24]
 [43:1,7,8,15,18,19] [63:6]
 [64:2] [65:4] [66:19,20]
 [70:23,25] [73:19] [81:14,24
 ,25] [82:10,18,20] [85:3,6]
 [89:6] [90:25] [96:7,11]
 [99:25] [100:12] [102:13]
 [105:23] [106:2] [108:13]
 [110:3,5] [112:15] [115:1]
 [119:16] [121:14] [125:14]
 [128:13] [133:4] [136:12]
 [141:16] [143:23] [145:22]
 [147:21] [149:2] [150:1]
 [159:21] [160:24] [163:23,24]
 [166:13] [177:23] [180:20]
 [187:17,19] [194:16] [196:
 13] [199:22,24,25] [201:22
 ,23] [208:5] [217:13] [221:15]
 [225:16,17] [226:2] [241:15]
 [250:16,21] [257:8,18]
 [265:11,15,20,21] [267:14]
 [271:21]
quick [82:24] [105:7] [160:20]
 [199:19] [216:10] [223:5]
 [261:8]
quicker [50:1]
quickly [63:5] [64:1] [107:24]
 [108:11] [118:11]
quietly [7:19]
quite [25:6] [37:21] [112:7]
 [140:21] [141:8] [205:13]
 [229:19]
quote/unquote [218:21]

R

race [76:3] [77:24] [85:16]
 [86:14,25] [87:5] [88:15]
 [93:22,24] [94:3,9,11]
 [96:5] [97:1] [98:8,15]
 [99:7] [146:4] [185:11]
 [186:3,6,18] [188:2] [189:22]
 [191:16] [217:19] [218:6,7]
 [219:14,21] [222:13] [242:
 22] [262:22] [263:15,16]
paces [220:12]
racial [5:16,20] [6:3] [33:23]
 [44:4] [75:17,18,22,25]

[76:7] [77:5] [78:8] [81:10,16]
 [85:8,21] [86:7] [88:4,22]
 [91:3,18] [93:11,15,16,18,20]
 [94:4] [95:23] [99:2,16]
 [101:9] [102:14,20] [104:21]
 [127:10] [130:23] [144:22,24]
 [145:12,17] [146:2] [148:22
 ,23] [149:1,5,9,18] [151:2]
 [152:9] [164:20] [165:8]
 [171:21] [173:13] [181:19]
 [183:24] [184:18] [185:5,10]
 [186:2] [187:6,18,22]
 [188:3,8] [189:3,4,14]
 [190:9] [195:14] [198:3,5,7]
 [214:3] [220:7] [221:25]
 [223:13] [242:13,23] [262:
 18,23] [263:13] [264:4]
 [265:20] [267:2,9]
racially [170:17] [187:3]
 [198:20] [232:16,21] [262:
 12,15]
raciallybiased [262:12,15]
racially-biased [262:12,15]
raciallyinfluenced [198:20]
 [232:16,21]
racially-influenced [198:20]
 [232:16,21]
racist [152:17]
radio [171:25]
raise [8:6] [96:6,11] [136:12]
raised [73:21] [82:4] [105:15]
 [115:2,7]
raises [259:8]
rambert [2:11] [47:15,16]
 [49:7,18] [50:10] [148:18]
 [150:12]
ramifications [114:17]
rand [97:11,21] [100:5,12]
 [127:5] [144:5] [146:14]
random [14:17,18] [129:24]
 [222:19] [239:19]
randomly [21:8] [24:6]
randoms [17:24]
rank [40:25] [176:17] [239:2]
rapid [20:7]
rate [121:1] [271:8]
rated [214:4]
rates [98:8]
rather [86:7] [88:11] [98:8]
 [111:20] [143:16] [162:12]
 [185:14] [266:24]
ratio [221:8]
rational [98:9]
rationales [134:16]
re [1:6]
reached [173:21]
reaching [92:2] [95:19]
 [211:16]
reactions [28:25]
read [77:1] [122:9] [133:14]
 [135:4] [182:7] [188:22]
 [191:21] [226:13]
readily [220:5]
reading [41:23] [140:5]
ready [22:3] [50:19]
real [84:2] [99:14] [162:1]

Hearing - 11/13/06

[205:14] [260:3]
realities [254:19]
reality [256:12]
realizable [183:5]
realized [208:22]
really [66:14,15] [76:9]
 [90:9,12,13] [91:17] [93:22]
 [99:10] [100:23] [101:5]
 [104:5] [112:11] [113:22]
 [123:18] [129:17] [131:14]
 [139:4] [152:13] [156:9]
 [169:10] [171:4,6] [175:15]
 [187:15] [216:4] [254:15]
 [264:2] [266:7]
realtime [16:4,9,10] [17:3]
 [25:5] [44:24] [50:1] [65:13]
 [67:25] [122:24]
reason [62:10] [94:12]
 [97:2] [207:7] [247:16]
reasonable [99:22] [270:25]
reasoned [106:9]
reasons [39:7] [104:12]
 [155:21] [167:7,12] [189:7]
 [215:14,17] [247:11] [250:
 8] [262:17]
recall [139:25] [177:16]
 [242:24]
recalling [159:4]
receive [253:1] [270:4]
received [6:18] [70:22]
 [173:10] [174:10,13] [212:
 7] [236:22] [257:2]
receives [15:21] [245:19]
receiving [235:24] [248:19]
recent [110:17] [115:9]
 [133:17]
recently [29:5] [59:24]
 [194:21]
recess [82:15] [164:13]
 [225:23]
recognition [182:17]
recognize [106:18] [152:19]
 [154:2] [175:13] [203:24]
recognized [12:4]
recollection [53:20] [180:13]
recommend [5:9] [21:22]
 [105:17] [111:25] [126:17]
 [159:23] [240:20] [242:14]
 [249:21] [255:17] [267:20]
recommendation [34:11]
 [35:2,17] [68:16] [124:8]
 [125:19] [128:2]
recommendations [5:19,24]
 [12:8] [83:10,16,22] [84:3,19]
 [93:3] [106:1,6,7] [109:13]
 [115:19] [116:25] [117:4,5]
 [126:2,5] [127:25] [136:23]
 [176:3] [213:4] [259:2]
recommended [38:23]
 [39:7] [67:22] [150:25]
recommends [148:11]
recommitted [258:16]
reconfigure [199:23]
reconsider [62:9]
reconstituted [20:5]
record [8:11] [9:5] [73:8]

[82:17] [171:7] [180:10]
 [188:8] [189:14] [194:7]
 [201:22] [208:25] [240:9]
recorded [205:23] [208:21]
 [209:5]
recorders [97:17]
recordings [18:20] [20:16]
 [36:22] [169:11]
records [20:13,15] [21:9]
 [72:14] [85:16] [119:11]
 [137:17] [177:18] [190:19]
 [204:18] [240:12] [253:12]
 [256:13]
recovered [209:1]
recruit [161:12] [175:10,12]
 [179:9,16] [203:2] [213:9]
 [249:25]
recruited [213:1]
recruiting [23:3] [27:13]
 [203:6] [228:1,2]
recruitment [211:12,14]
 [215:12,14]
recruits [139:20] [140:1,8]
 [179:11,22,23] [200:20]
reduce [105:9]
reduces [104:22]
reduction [155:13,14]
 [183:2]
reenlisted [39:22]
reenlistment [23:3] [25:15,20
 ,23] [38:18,23] [39:4,8,12,18]
 [52:18]
refer [59:18] [86:17]
reference [35:14] [147:22]
 [178:20] [188:7]
referendum [202:10]
referred [198:2] [229:20]
referring [33:20] [222:10]
reflect [98:13]
reflected [231:9]
reflects [73:1]
reform [89:17] [90:14]
 [91:8] [148:2,9]
reforms [92:5] [117:12]
 [132:14,17] [135:16,20]
refreshed [62:18]
regard [20:18] [33:14]
 [81:10] [83:15] [87:9]
 [147:18] [174:5] [214:15,21]
 [239:21] [249:19] [257:23]
regarding [6:13] [106:23]
 [147:22] [148:20,22] [198:
 1] [212:5]
regardless [26:19] [27:2]
 [32:12] [68:6,8] [132:15]
 [234:21]
regards [127:14] [251:4]
regime [270:11,14,16]
 [271:7]
reginald [2:7]
region [29:18]
regional [28:10]
regular [119:22]
regulate [242:18] [244:11]
regulated [243:21,25]
 [244:3]

regulation [173:11] [245:10]
 [247:17]
regulations [21:6]
reinstated [199:8]
reinstated [199:14]
reinvestigate [81:5]
reiterate [211:7] [213:9]
 [215:11] [222:8]
relate [42:24] [45:17]
related [20:13] [146:9]
 [148:19] [271:11]
relates [148:1] [257:25]
relating [183:8]
relation [56:14]
relations [89:22] [90:17]
 [91:19] [129:14] [130:19]
relationship [36:24] [38:9]
 [106:13] [144:1]
relationships [124:12]
relative [178:25] [180:20]
 [214:23] [270:12]
relatively [89:3] [242:3]
released [39:2]
relegated [156:13]
reliability [187:21]
reliable [94:25]
relied [211:4]
relies [75:2]
religion [174:3]
relook [79:8]
rely [262:13]
relying [175:24]
remain [21:14] [33:10]
 [71:9] [188:23]
remains [257:14]
remanded [57:17]
remarkable [133:20]
remarks [3:4] [226:21]
remedial [21:23]
remediation [179:3,7,9]
 [180:6]
remedy [182:13]
remember [151:8] [177:7,9
 ,10] [178:7,11,15,16] [194:
 23] [220:24,25] [224:15]
remind [141:15]
reminded [227:9] [231:7]
removal [42:21] [43:3]
remove [38:9]
removed [170:22]
removing [243:23]
renamed [20:4]
render [58:11]
rendered [230:21]
reno [228:5]
renzi [1:20]
repeat [155:2] [247:22]
 [248:19]
repeatedly [52:20]
rephrase [186:22]
replied [247:5]
report [17:16,17,20,22]
 [27:3,4] [32:5,13] [36:1]
 [48:6,22] [72:25] [73:4]
 [76:20,22] [77:20] [81:22,23]
 [83:1,8,11,13] [97:13]

[111:19,25] [115:16] [119:14]
 [127:17,20,25] [128:5]
 [136:23] [142:15] [146:14]
 [162:21] [165:9,11] [175:14]
 [181:8] [182:2,3] [193:16]
 [235:18,25] [236:1] [237:6
 ,7,11,16,19] [253:14] [270:
 23] [271:1]
reportable [20:9] [87:4]
reported [14:21,22] [15:5]
 [18:3] [71:15] [183:7,9]
 [237:18] [254:9] [267:8,9]
reporter [273:6]
reporting [11:20] [12:7]
 [15:7] [18:2] [20:15] [31:24]
 [35:21] [120:21] [129:7]
 [137:12] [205:20] [250:1]
reports [14:13] [17:18,23]
 [21:11] [27:24] [47:20,22,25]
 [49:2,6] [62:5,6] [70:14]
 [76:21] [80:21] [82:2]
 [84:10,14] [114:25] [125:25]
 [127:15,24] [128:1] [133:13
 ,17] [137:9] [156:18] [164:20]
 [204:13,16] [237:4] [251:6]
 [253:24]
represent [137:20]
representative [20:24]
representatives [7:8] [20:6
 ,16]
represents [72:19]
reprimand [74:5] [196:17]
reputation [171:6] [240:23]
 [241:1]
request [9:8] [12:24] [87:18]
 [143:12] [233:1]
requested [165:23] [256:15]
requesting [7:24] [208:1]
 [256:16]
requests [18:7]
require [112:20,21] [199:9]
 [200:10] [203:3] [229:5,7]
 [232:4] [237:3] [239:13]
 [253:24] [255:1] [264:14]
required [13:4] [18:3] [68:3]
 [125:15] [142:6] [173:17]
 [181:4] [197:9] [199:4]
 [200:5] [227:13] [229:24]
 [232:17,23] [235:24] [237:
 6,11,18] [239:19] [253:17,19
 ,20]
requirement [116:22] [125:
 11] [174:8] [245:5]
requirements [14:22] [100:
 11] [119:5] [157:19] [213:13]
 [229:11] [231:25] [246:2]
 [257:1] [258:6]
requires [79:8] [97:7] [134:
 13] [194:7] [235:11] [236:11
 ,17,20,24] [237:14] [246:4]
requiring [206:13]
rescue [210:13]
research [52:21] [97:9]
 [127:1,3,8] [147:1] [154:17]
 [157:23] [235:10]
residents [28:24] [29:1]

Hearing - 11/13/06

- [98:1,3,23] [103:23] [202:20]
[207:12] [215:1]
resignations [250:1]
resigned [247:20]
resigning [247:6]
resistance [206:12]
resolve [143:15]
resolved [110:2] [267:5]
resolving [242:13]
resource [117:2] [195:17,19]
resources [29:12,16] [108:6] [114:23] [118:25] [119:2] [153:24] [158:4] [160:18] [200:3] [234:20] [238:16]
respect [48:2,20] [75:16] [81:21] [85:7] [95:23] [100:6] [123:5] [164:20] [216:8] [244:12] [249:6] [269:11] [270:10]
respond [6:24] [104:1]
responded [87:22]
respondents [159:12]
responding [209:3]
response [20:7] [66:24] [81:12] [226:21]
responses [29:1] [129:24] [160:23]
responsibilities [63:9] [96:10] [111:9] [123:24] [124:6] [157:7] [158:5] [234:22]
responsibility [5:8] [12:11] [21:14] [157:17] [195:6] [239:19]
responsible [21:2] [53:24] [62:1] [83:9] [110:19,22] [118:3] [241:4]
rest [141:15] [183:20]
restructuring [59:15]
result [11:21] [60:20] [63:24] [80:9] [85:9] [155:10] [173:22] [174:6] [187:12] [208:19]
resulted [170:21] [244:16]
results [76:20] [80:4] [103:14] [114:13] [115:15] [143:8] [178:14]
resume [7:14]
retain [107:20]
retired [219:20,25]
retraining [53:5] [179:4] [212:23]
retrieving [239:14]
return [12:14]
returned [179:5]
returns [13:14]
rev [42:5] [44:2] [70:21] [132:20,23] [135:1,25] [136:7] [147:13] [172:14,17,22,25] [174:17] [177:25] [178:5,10,18] [180:9,15] [209:19,22,25] [210:5,16,21,25] [211:3,25] [214:19] [215:13] [252:13] [253:6] [254:5,17,22] [257:21]
reverend [2:7,10] [42:4,13] [70:19] [132:19] [147:12,19] [148:16] [177:24] [214:18,21] [215:19] [252:12] [257:20] [271:11]
review [12:11] [13:2,4,6,9,10,12,15,16] [15:11,13,16,25] [16:10] [20:8,13,25] [21:10,13,17,19,21] [22:12] [25:20,22] [35:10] [36:22] [38:13] [41:16] [44:23] [45:9] [48:6] [49:2,5] [50:23,24] [51:1,3,10,16] [52:9] [56:2] [63:10] [69:5] [71:5,7,17] [97:9,15] [100:5] [105:10] [108:19] [109:11,16,22] [110:8,15] [111:6,15] [112:15] [113:5] [114:2] [115:5,22] [116:6,23] [117:2,7] [120:16] [124:1,24] [125:3,6] [126:22] [132:8] [133:6] [135:9] [138:5] [142:19] [144:10] [145:2] [151:2,21] [157:2] [166:25] [167:1] [168:3] [181:19] [200:16] [220:25] [239:19] [244:9]
reviewed [14:2] [17:12,19,23,25] [18:9,11,21] [19:5,11,18] [33:24] [38:21] [43:13] [52:3] [71:13] [77:22] [145:3] [156:17] [167:11] [172:2]
reviewing [6:7] [15:9] [16:7,15] [21:9] [45:14] [46:19] [55:23] [107:5] [109:15] [110:22] [124:2,24] [136:22] [167:20] [171:25]
reviews [12:21] [14:6,18] [17:15,16,20] [18:10,12,17] [19:2,13,14,16] [20:19] [21:10] [31:12] [38:3] [50:2] [54:20] [71:21] [79:15] [97:16] [100:6] [114:9] [116:11] [124:9]
revised [45:11]
revisions [70:4]
revocable [269:20] [270:25]
revocation [244:16] [246:23] [250:3,7] [258:24] [260:17,25] [261:7,12]
revocations [258:7]
revoke [246:17,19] [249:3]
revoked [249:1] [250:12]
revoking [260:19]
richard [3:15] [89:11]
rid [255:21]
ride [142:18,23] [170:12] [185:13] [186:15]
ridealongs [142:18,23]
ride-alongs [142:18,23]
right [19:15] [26:17] [27:22] [34:8] [39:5] [47:13] [49:21] [50:9] [56:11] [60:14] [61:24] [67:15] [69:12] [80:11,15] [81:4] [84:6] [104:21] [122:22] [130:6] [134:6] [135:4] [139:13] [154:22] [157:5,10] [161:4] [170:3] [171:25] [178:11] [179:6] [182:6] [216:1] [243:10] [263:24] [264:16]
righthand [26:17]
right-hand [26:17]
rights [75:20] [89:21,24] [90:4] [91:4,9] [107:10] [163:16] [166:18] [183:3] [188:22] [189:12] [243:6,17]
rigorous [233:22]
rise [145:12] [198:13] [270:7]
risk [22:18] [23:4] [25:8] [129:8] [133:23] [134:3,20] [142:20] [148:11,12] [153:20] [238:23]
river [202:10] [206:22] [215:4]
road [19:11] [21:7,9] [26:8,16] [49:13] [60:21] [67:23] [68:4] [219:21,24]
robust [61:20]
roger [4:16] [226:4] [241:19]
roic [28:8,9]
role [40:8] [47:6] [53:13] [63:18] [64:19] [65:21] [90:1] [118:7] [138:19] [139:22] [211:18] [214:9,12] [231:16] [239:7] [241:6] [246:6] [249:11]
roles [37:7] [55:11,12,14] [157:7] [195:10]
roll [50:19]
romankow [173:20] [194:6]
ron [257:6]
room [1:12] [10:22] [82:12] [120:18] [194:4] [195:4] [224:14]
round [121:18] [163:23]
route [185:15] [255:16]
routine [87:13] [119:8]
rude [187:14]
rudimentary [152:7]
rule [17:7] [173:11]
rules [21:6] [32:10,13] [229:20,22]
run [8:10] [129:12] [204:2] [262:9]
running [9:2] [26:6] [48:13]
rutgers [1:11]
-
- S**
-
- safe** [103:22]
safer [104:23]
safety [22:7] [25:3] [53:23] [157:18] [234:1] [241:11]
salary [247:16]
sam [69:15] [114:19] [244:20] [271:18]
sample [145:2]
sampling [222:19]
san [111:4]
sanction [125:18] [263:17]
sanctions [114:23] [124:20]
sat [143:14]
sate [31:11]
satisfaction [11:24] [43:22] [102:1] [144:15] [159:6,8]
savings [255:20]
saw [171:3]
say [31:6] [37:10] [38:5] [39:1] [43:3] [44:13] [69:8] [75:22] [88:22] [90:9,20] [94:5,15] [95:11] [99:15] [100:3] [102:8] [103:19] [113:2] [119:25] [127:16,20] [128:23] [130:6,25] [133:7,11,16] [134:12,14] [135:5,17] [138:7] [146:2,13] [152:4] [154:14] [155:9,17] [157:21] [161:8] [164:5] [177:14] [178:2] [179:3,7] [185:6] [187:6] [188:22] [192:15] [198:4,6] [206:11] [211:22] [213:22] [215:25] [217:18] [218:5] [219:19] [222:6] [223:22] [224:24] [233:20] [241:10] [252:10,19] [259:11] [260:5] [266:1] [270:6]
saying [137:11,19] [141:23] [177:10] [188:3,4] [218:9] [224:19,20] [225:7]
says [23:11] [94:2] [130:8] [166:10] [169:12] [178:4] [269:11]
scale [268:19]
scenario [60:8] [71:14] [140:13,18] [151:17]
scenariobased [151:17]
scenario-based [151:17]
scenarios [139:23] [150:24]
scene [209:4]
schedule [9:4] [74:13,15] [235:15]
scheduled [8:16]
schedules [164:10]
school [4:17] [126:20] [213:17] [226:5] [229:7] [241:24] [266:5]
schools [224:9]
science [233:19]
scientist [41:21]
scope [114:22] [182:12]
score [110:2] [179:23]
scott [2:14]
scratch [218:11]
scratchy [51:18]
screening [230:2]
scrutiny [55:6] [78:3] [106:25] [236:18]
sdh [74:6]
se [252:2]
seamless [11:25]
search [12:25] [16:13,22] [17:6] [18:7] [20:22] [24:10] [25:4] [37:25] [41:7,12] [52:24] [54:20] [56:2,4,6,20] [63:10,23,25] [65:1,14]

Hearing - 11/13/06

[190:2] [191:5,20] [244:2]
searches [20:11] [44:5]
 [191:5] [193:7]
searching [209:4]
seashore [202:17]
seasoned [179:12]
seat [24:9] [64:6] [185:17]
seats [7:17]
second [10:20] [13:9] [31:3]
 [75:5] [80:23] [99:10]
 [105:14] [109:25] [110:7]
 [130:2,25] [169:15] [176:19]
 [179:1] [187:1,4] [194:8]
 [247:9]
secondly [179:4]
seconds [141:19]
secretary [205:4]
section [13:24] [14:11,14]
 [16:4] [23:20] [24:13]
 [40:20] [44:1] [54:19]
 [58:25]
sector [206:17]
secure [166:6]
seeing [208:23]
seek [112:11]
seeking [161:14] [162:10]
 [249:7]
seeks [250:14]
seemed [60:10] [187:3,11]
seems [37:2] [38:8] [44:22]
 [156:9] [158:18] [269:2]
seen [81:22] [152:5]
seizure [16:13,23] [17:7]
 [24:10] [25:4] [38:1] [41:7,12]
 [54:20] [56:2,4,6,21] [63:10
 ,23,25] [65:1,14] [191:5]
seizures [20:23]
selecting [228:1] [229:18]
selection [162:2] [176:6,14]
 [227:3,21] [230:8,11,20]
self [11:18] [52:12] [227:17]
 [235:12,15]
selfassessment [235:12,15]
self-assessment [235:12,15]
selfaudit [52:12]
self-audit [52:12]
selfauditing [11:18]
self-auditing [11:18]
selfrespect [227:17]
self-respect [227:17]
seminars [233:11]
send [34:24] [45:23] [114:8]
 [166:24] [199:25] [221:19,21]
 [225:18] [253:23]
sending [59:25]
sense [51:4] [82:19] [83:8]
 [88:19] [97:25] [104:20]
 [109:19] [125:20] [135:7,15
 ,21] [156:25] [157:15]
 [160:13] [177:12] [185:12]
 [217:5] [224:21] [225:6]
 [261:22]
sensitivity [170:13] [178:25]
 [221:17]
sent [17:17] [41:2] [53:1]
 [179:9] [247:13] [248:8]

sentiment [93:14]
separate [54:14,18] [78:23]
 [79:25] [80:17] [157:20]
 [189:17] [229:17]
sergeant [15:22,23] [29:11]
 [72:7] [165:19,21] [196:25]
 [210:4] [211:19]
sergeants [29:4]
series [14:1] [144:6]
serious [75:7] [113:7] [116:
 8] [121:1] [143:5] [155:3]
 [198:19] [227:10] [237:17]
 [242:23] [248:15] [270:8]
seriously [241:12] [243:17]
seriousness [197:23]
serve [22:24] [38:12] [182:25]
 [227:3,8] [231:23]
served [89:19] [254:12]
server [239:12]
serves [11:24] [182:24]
service [22:22] [89:22]
 [129:25] [140:20] [162:12,22]
 [213:12] [216:6] [225:8]
 [227:22] [229:21] [230:21]
 [231:1] [234:20] [241:12]
 [251:19] [269:18]
services [22:5] [28:11,12]
 [103:25] [118:21,24] [155:
 8,12] [159:9] [216:12]
 [230:22]
serving [241:8]
session [7:15] [153:6]
set [41:25] [66:9] [67:17]
 [68:20,24] [93:4] [111:10,12
 ,23] [118:14] [123:17]
 [124:5] [125:17] [140:18]
 [152:11] [154:15] [229:10,22]
 [255:13] [273:11]
sets [69:2] [186:24]
setting [94:6] [116:17]
 [181:9] [229:13]
settlement [57:23] [91:6,14
 ,16] [131:25]
settlements [91:12] [92:6]
 [123:7] [128:25]
setup [41:25]
set-up [41:25]
seven [6:8] [24:2] [51:4,25]
 [242:9] [260:20]
seventh [202:13]
several [7:5] [15:11] [83:13
 ,14] [200:15] [229:4] [232:3]
 [233:10] [243:4]
severe [269:24]
sex [261:16]
sexual [99:8] [115:12,13]
 [137:25] [233:25] [244:18]
shadow [182:25]
shall [11:16,25] [12:7]
 [20:16] [21:7,10,14,18,19,21
 ,23] [22:2]
shaping [231:16]
share [6:23] [9:7] [30:10]
 [226:19]
shared [181:21]
sheds [167:15]

sheet [205:19]
sheriff [111:15] [244:6]
sheriffs [111:13] [172:12]
 [235:9] [245:8]
shes [56:3]
shift [129:21] [161:1] [162:3]
shifts [146:20] [161:13]
shooting [243:5]
shootings [113:8]
shop [31:19]
shore [202:12]
short [59:4,7] [82:19] [89:3]
 [121:20,23] [122:1] [143:23]
 [161:7] [200:1] [201:17]
 [225:20]
shortcut [94:10]
shortcuts [183:6]
shorter [50:2]
shorthand [273:6]
shortly [203:12] [208:14]
 [225:4]
show [102:19] [177:4]
 [179:15] [182:2] [221:9]
showed [61:21] [159:6,10]
 [178:13,14,21] [181:9]
 [198:15]
showing [154:19] [181:21]
shows [62:18] [159:2]
 [169:11,12] [177:19] [178:
 2,3,4]
shy [110:5]
sick [120:16] [238:10]
side [19:11] [26:15,17]
 [41:6] [54:15] [55:24]
 [56:19,21] [57:8] [58:2]
 [101:5]
sides [56:18]
sign [57:15] [251:22]
signed [210:8]
significant [90:17] [92:18]
 [95:24] [96:9,10] [103:16]
 [120:19] [131:10] [143:20]
 [159:10] [194:13] [227:24]
 [231:16] [258:1]
significantly [100:16]
 [144:16] [160:7] [229:2]
silent [7:22] [188:23]
similar [32:24] [134:2]
 [141:6] [146:20] [174:8]
 [219:9] [253:7] [266:18]
similarly [146:19]
similarlymatched [146:19]
similarly-matched [146:19]
simple [38:14]
simply [8:4] [31:18] [46:22]
 [71:21] [98:21] [143:2]
 [201:19] [209:14]
singing [185:18]
single [133:1] [174:10]
 [194:3]
singled [244:11]
sir [9:22] [11:2] [33:6] [34:9]
 [38:25] [40:7] [48:10]
 [54:6] [55:9] [73:17] [74:2,17]
 [82:5] [87:9] [141:21]
 [144:18] [147:11] [150:14]

[172:24] [177:23] [180:16]
 [184:10] [212:19,24] [218:
 24] [226:14] [265:3] [267:18]
sit [88:12] [179:10,18]
 [180:5] [199:10] [257:5]
site [77:20]
sits [179:18]
sitting [44:16] [135:3] [140:
 5] [172:18] [224:16] [255:2]
 [262:7]
situation [38:6] [87:11]
 [95:9,14] [135:10] [142:21]
 [152:8,18] [156:11] [170:6]
 [177:1,15] [179:24] [180:3]
 [184:18] [187:24] [217:16]
 [219:23] [243:8]
situations [92:9,11] [120:23]
 [129:2,11] [145:8,10,16]
 [146:19] [167:15] [172:3]
 [177:5] [197:5] [263:25]
six [11:11] [14:25] [28:14]
 [170:23] [178:22] [179:1,8]
 [181:6] [220:10] [261:18]
size [118:2] [209:23] [234:21]
sizes [238:5]
skeptical [77:16]
skepticism [77:10,13]
skillfully [255:5]
skills [151:10] [162:4,14]
 [163:3] [171:5] [228:22]
sklar [2:12] [50:13,14,18]
 [53:6] [150:13,14,17,23]
 [151:20] [152:24] [180:17,18]
 [182:1] [183:11,22] [184:4]
 [214:14] [216:9,10] [258:19
 ,20] [259:21] [260:12]
slap [270:5]
slides [47:20] [60:5]
slot [63:20]
slow [261:1]
slur [220:8]
small [39:15] [160:9] [181:14]
smaller [175:4] [268:19]
social [41:21] [153:8] [182:
 20]
socialization [231:18]
society [153:17] [154:7]
soft [10:21]
software [204:21]
soggy [271:23]
sole [186:3] [249:10]
solely [93:21] [185:11]
 [197:12] [217:19] [218:6]
 [246:14] [247:18]
solving [121:8] [154:19]
somebody [44:13] [176:9]
 [189:6] [208:25] [217:22]
someone [44:10,11] [59:8]
 [79:5] [88:21] [112:1]
 [128:5] [151:8] [163:4,13,15
 ,18] [176:16] [188:1] [199:12
 ,13] [217:19] [218:9] [221:25]
someones [222:13]
something [15:4] [46:24]
 [60:25] [68:4] [78:14]
 [80:10] [81:2] [122:12]

Hearing - 11/13/06

[127:4] [143:1] [147:4]
 [149:21] [153:13] [156:7]
 [160:8,11,15] [162:6]
 [188:10] [195:22] [196:2]
 [221:24] [222:4] [249:14]
 [256:23] [266:18]
sometimes [59:23] [96:6]
 [107:14] [109:16] [152:8,12]
 [14] [163:12,14] [181:18]
 [237:24] [244:9] [269:23]
somewhat [37:25] [38:6]
 [41:15] [46:3] [55:22]
 [206:7] [260:24]
son [243:6]
sop [19:19] [32:3,11] [40:1]
 [42:24] [45:14,18,21,22]
 [47:9] [173:11]
sophisticated [99:20]
sops [45:5,10,16] [46:15]
 [48:17]
sorry [67:8] [123:8]
sort [62:17] [64:18] [65:19]
 [72:15] [76:16] [88:6,13,21]
 [25] [119:20] [169:6,20]
 [192:4] [193:15] [195:6]
 [220:7] [224:8] [239:3]
sorts [130:11] [134:15]
 [139:22] [140:22] [161:4]
sought [163:8]
sound [176:8,17] [226:25]
 [227:4] [234:11]
sounds [10:21]
soup [43:9]
source [33:10] [53:4]
sources [190:16]
south [206:22] [215:4]
speak [10:1] [40:17] [41:18]
 [42:1] [47:4] [49:3] [54:12]
 [55:25] [57:2] [69:18]
 [80:24] [95:8] [164:24]
 [166:15] [171:9] [225:25]
 [230:18] [241:9] [256:23]
 [271:24]
speaker [164:14]
speaking [67:3]
special [28:7,9] [91:11]
 [111:13] [142:13,14] [239:
 14] [260:8,9]
specialized [233:4]
specific [112:22] [119:4]
 [121:9] [138:6,19] [145:24]
 [146:11] [147:3] [149:11]
 [176:2] [189:17] [212:12]
 [215:17] [238:17] [240:9]
 [259:9,13]
specifically [138:23] [180:21]
 [213:4] [217:25] [237:16]
 [259:10]
specificity [120:5]
specifics [258:22]
specified [246:10,18]
spectrum [94:1]
spelled [34:3]
spend [93:10] [207:10]
 [241:7]
spending [136:15]
spirit [162:11,12,21]
split [40:18]
spoke [17:25] [28:23] [139:
 9] [251:4,25] [253:16]
spoken [35:3] [39:19] [49:16]
 [17] [83:22] [214:8]
spot [172:18]
square [202:19] [206:18]
st [4:16] [226:5] [241:24]
 [247:1,8]
staff [8:6] [10:5] [21:1,2,7]
 [22:11] [28:5] [30:13]
 [33:25] [36:12] [38:7]
 [48:1] [59:22] [65:12]
 [72:10] [110:9,16] [118:8]
 [126:21] [179:16] [200:17]
 [205:14,15] [220:25] [233:
 18]
stake [240:25]
stakeholders [108:9]
stamler [175:11]
stand [26:5] [51:21] [141:16]
standalone [26:5]
stand-alone [26:5]
standard [19:19] [33:8]
 [34:4] [45:5] [119:25]
 [129:23] [212:13] [239:23]
 [254:24] [260:4,6]
standards [1:2] [3:7] [5:5]
 [7:3] [9:16] [10:9,12] [11:14]
 [22:6] [23:2] [27:24] [28:1]
 [29:24] [40:23] [41:2,16,18]
 [51:9] [57:2,18] [70:2,6,14]
 [72:5] [80:18] [117:18]
 [119:23] [120:7,8] [137:7]
 [175:25] [204:17] [209:15]
 [213:25] [215:8] [226:25]
 [227:3,19] [235:4,13,22]
 [236:4,7,12] [245:11,23]
 [246:8,10,13] [248:24]
 [258:5]
standing [187:13] [211:22]
standpoint [62:22] [156:20]
stanley [2:10]
start [9:13] [30:3,9] [55:16]
 [78:17] [82:12] [93:12]
 [108:16] [109:2] [121:17]
 [124:10] [128:24] [148:5]
 [168:19,23] [196:16] [208:
 4] [225:22] [226:9] [250:20]
 [260:11,15] [261:10]
started [7:11] [82:7] [93:19]
 [204:1] [208:23] [269:6,9]
starting [258:3] [264:3]
 [272:2]
starts [151:25] [197:7]
state [1:1] [3:8] [5:10,14,17]
 [6:1,2,5,8,9,10,14,21]
 [7:2,4] [8:19] [9:25] [10:6,12]
 [15] [11:6,7,11,22] [12:14,15]
 [17] [13:1,19,22] [14:21]
 [15:14] [17:2,13] [18:1,13,14]
 [22] [19:7] [20:2,3,6] [22:10]
 [23:1,12,18] [24:17,24]
 [25:1,13,16,25] [26:7,21]
 [27:10,15] [28:17] [29:2,17]
 [30:16,23] [31:2,9,16]
 [32:24] [35:23] [36:8,13,17]
 [37:13,22,23] [38:20]
 [39:2,14] [40:15,17,21,24]
 [41:3,14,22] [42:15] [44:20]
 [45:6,8] [46:10] [48:8,15,22]
 [24] [49:3,11] [50:8] [52:1,13]
 [53:14,21,24] [54:1,10]
 [55:4,11,15,20] [56:5,23]
 [58:21,25] [59:25] [60:19]
 [62:3,4,9] [63:13,17,18,24]
 [65:5,19,22] [66:2,17,19,21]
 [67:19] [69:4,5] [71:25]
 [72:2,12] [73:10,25] [74:3,16]
 [19] [76:18] [77:22] [78:3]
 [80:13,15,20] [83:15,18]
 [84:14,16,25] [87:22]
 [88:2] [92:23] [94:5] [95:13]
 [21] [96:8,13] [99:3] [105:4]
 [108:20,22] [109:5,7]
 [115:4,7,12,18] [116:2,3,17]
 [117:13,16] [118:2] [127:22]
 [128:2,21] [133:9,20,25]
 [135:12,22,23,24] [136:4,18]
 [137:13,17,24] [138:1,5,13]
 [24] [154:25] [156:22]
 [157:6,19,22] [158:9]
 [160:12] [161:21] [165:2]
 [177:15] [192:24] [194:17,23]
 [195:4,8,10,12] [196:2]
 [202:14] [204:8] [214:2,9]
 [222:18] [229:17] [230:24]
 [231:2] [232:7,22] [233:2,9]
 [13] [234:24] [237:25]
 [239:6,21] [240:1,4] [242:5]
 [8,13,16,17,18] [243:14,21]
 [244:6,12] [245:3,8,10,13,22]
 [246:7,13,22] [247:18,22]
 [248:16,20] [249:11,23]
 [250:2,14] [252:17] [254:24]
 [256:20] [258:8] [260:6]
 [262:3,11] [264:24] [266:15]
 [267:25] [268:5,12] [269:14]
 [15] [272:1] [273:7]
statecounty [242:16]
state-county [242:16]
stated [148:10] [228:5]
statement [152:1] [161:16]
 [166:9] [176:11] [178:2,19]
 [190:2] [201:17]
statements [161:15,18]
states [3:18] [5:11,12,15]
 [29:18] [108:21,22] [137:21]
 [230:7] [232:3] [242:7,8,9,11]
 [20,22] [243:15] [244:18]
 [245:24] [246:2,7,16]
 [248:1,14,20,25] [250:7]
 [255:3,4] [256:10] [257:25]
 [259:10] [260:17] [261:2,3]
 [22] [266:1] [269:15] [270:11]
 [18]
statewide [139:11] [168:11]
 [12] [196:2] [232:14] [242:15]
 [243:13] [245:11] [267:21]
station [13:8,11] [16:9]
 [21:8] [23:25] [33:12]
 [49:22] [71:13]
stations [13:16] [16:6,7]
statistic [148:20] [149:1]
statistical [97:19] [149:15]
 [185:1] [187:21] [219:9]
statistically [263:11]
statistics [77:16] [120:20,22]
 [25] [122:9] [146:16] [149:25]
 [159:1,5] [184:12] [205:22]
 [207:2] [218:12] [220:17]
stats [41:23]
status [22:3]
statutes [229:8,23]
statutorily [259:1]
statutorilydefined [259:1]
statutorily-defined [259:1]
statutory [250:5]
stay [82:9]
stayed [258:16]
stem [194:7]
stenographic [273:9]
step [19:15] [24:2] [51:4,25]
 [52:21] [79:6] [188:9]
stepdown [19:15]
step-down [19:15]
stepping [119:15]
steps [99:14] [172:22,25]
 [174:21] [230:5]
stereotypes [94:17,22]
 [99:25] [139:20,24] [152:20]
stern [194:8]
steven [242:2]
stier [2:13] [53:8,9] [54:7]
 [55:1,10] [59:3,6] [60:2]
 [63:6] [85:4,5,15] [86:18]
 [87:2,17] [88:15] [152:25]
 [153:1] [156:3] [184:5,7,11]
 [22] [185:1] [186:1,8,11,21]
 [187:15] [188:15] [189:1]
 [190:6,24] [217:11,12]
 [260:14,15] [262:5] [263:8]
 [23] [264:17,20]
stiers [67:6]
stings [160:6]
stone [76:10]
stop [20:10] [33:2] [42:14]
 [43:17] [97:1,3,16] [99:22]
 [102:16,17] [122:13] [145:
 25] [146:1,4] [149:11,23]
 [166:6] [169:18] [170:7,17]
 [181:3] [185:9,22,23]
 [186:3,13,14,17,25] [191:4]
 [10,15] [197:9] [205:19]
 [206:6] [208:17,18,24]
 [219:10] [233:25] [240:8,14]
stopped [98:7] [102:22]
 [147:8] [185:10] [187:2]
 [191:11,17] [254:10]
stopping [95:5] [170:15]
 [205:22] [221:8]
stops [21:9] [85:12,17]
 [96:3,4] [98:6,21] [100:6]
 [101:4,24] [102:20] [103:5]
 [10] [104:4,10,11,14] [127:
 10] [146:7,16,18,23] [154:23]
 [180:24] [181:22,23] [183:

Hearing - 11/13/06

- 25] [184:3] [191:8,14] [193:7] [204:15] [205:24] [219:12]
- storage** [239:15]
- stored** [239:11,16]
- stories** [268:1,20]
- straight** [63:2]
- straightforward** [261:10]
- strategic** [28:6] [37:12]
- strategies** [103:9] [104:6] [154:4,9]
- strategy** [98:14] [103:13,14] [104:22] [130:1] [134:24] [150:3]
- streamline** [261:4]
- street** [98:7,20] [179:8] [216:14]
- streets** [180:7] [207:11] [231:9] [244:7]
- strength** [112:9]
- strengthen** [106:13]
- stress** [230:19]
- strictly** [247:10]
- strides** [90:17]
- strike** [77:6]
- strong** [151:25]
- structurally** [68:19]
- structure** [26:5,14] [35:8] [40:25] [47:6,12] [48:15] [50:5,7] [55:23] [60:18,22] [61:3,12,13,16,20] [62:13,15] [67:16] [69:2,18,22] [125:4] [156:20,22] [226:21]
- structured** [50:25]
- structures** [26:24] [27:1]
- struggling** [187:17]
- stubbenville** [123:14]
- students** [140:19]
- studies** [102:19] [127:10] [228:25]
- study** [102:12] [191:3] [192:4,13,17] [219:11] [220:16]
- studying** [242:3]
- stuff** [207:18]
- stumble** [69:11]
- style** [2:7] [101:1]
- styles** [97:24]
- subject** [13:18] [14:2] [42:16] [43:6] [120:13] [189:10] [196:15] [230:15] [249:24] [268:16]
- subjecting** [153:17]
- subjective** [206:14]
- subjectivity** [178:12]
- subjects** [14:5,8] [182:8]
- submit** [89:6] [163:24] [201:22] [208:5] [235:24]
- submitted** [8:19] [199:22] [237:7,20] [248:25] [253:25]
- submitting** [250:11]
- subordinate** [183:4] [197:2]
- subsequent** [186:14]
- subsequently** [219:24]
- substantial** [92:2] [95:12,20] [131:15] [133:17]
- substantiated** [34:2] [85:8] [86:12,19,21]
- subtlety** [122:12]
- suburban** [175:4]
- success** [37:3] [264:23]
- successful** [58:17] [119:18] [202:25] [203:14] [245:19]
- successfully** [245:21]
- sudden** [225:2]
- sufficient** [48:1] [108:2,5] [145:7]
- suggest** [88:1,3] [120:25] [177:2] [194:12] [229:14]
- suggesting** [6:16]
- suggestion** [63:19]
- suit** [140:5] [254:13]
- suite** [1:22]
- suits** [72:22,24]
- summary** [74:6] [75:7] [236:1] [249:21]
- summer** [202:19]
- summons** [42:17]
- superb** [41:22]
- superintendent** [6:5] [9:24] [12:9] [27:7,25] [31:25] [32:1,6,8] [34:15,21] [35:3,19,24] [37:10,18] [41:13] [46:2] [48:11] [49:16] [56:9,10] [57:23] [58:10] [60:17] [61:15] [62:1,6] [64:17] [65:2,11] [68:22] [70:15] [74:10] [83:5,19] [119:7,14] [125:18] [127:18] [136:24] [137:3,10,13] [148:10] [163:1] [244:6]
- superintendents** [27:6,11] [28:13] [47:23] [60:9,13] [61:4,6,9,22] [62:12,20] [63:1,4] [245:8]
- supersede** [197:13]
- supervising** [13:22]
- supervision** [15:18,19] [20:17] [79:13] [127:21] [128:4] [134:19] [205:15] [211:9] [215:12] [216:11] [223:11] [233:7]
- supervisor** [10:5] [13:3,5] [14:6] [19:12,17] [43:14,16] [84:23] [216:14] [269:7]
- supervisors** [16:4,8] [23:24] [36:23] [37:21,23] [38:11] [50:1] [71:7,14,22] [79:24] [117:24] [207:10] [216:16,23] [224:8,9] [225:9] [238:20]
- supervisory** [102:5] [223:11] [233:14]
- support** [107:21] [159:6,8] [200:17]
- supporting** [265:2]
- suppose** [74:23] [136:6]
- supposed** [142:22]
- suppress** [190:8]
- suppression** [104:17]
- sure** [15:4] [18:1] [52:5] [59:5] [66:1,3,10,15] [81:5] [84:9] [92:16] [106:18] [134:11] [150:16] [167:2] [169:7] [175:9] [178:15,24] [183:17] [195:3,11] [198:7] [223:7] [224:10] [263:19] [266:23] [268:8]
- surface** [86:8] [87:20] [218:12]
- surprise** [78:4] [164:2]
- surrounding** [15:1] [248:3]
- survey** [143:25] [144:6,7,10] [159:9] [240:16] [249:19]
- surveys** [97:18] [102:2] [118:23] [144:6] [158:24]
- suspect** [208:22] [217:25]
- suspected** [270:24]
- suspecting** [94:10]
- suspend** [199:5]
- suspended** [74:7,9] [205:19] [209:7]
- suspension** [74:5] [270:6]
- suspicion** [94:13] [99:23] [270:25]
- suspicious** [43:4] [107:7]
- susswein** [44:15,17] [46:11] [47:14] [257:6]
- sustain** [145:18] [242:12]
- sustainability** [22:20] [88:8]
- sustained** [145:4,7,18] [190:7] [262:14]
- sustaining** [160:24,25]
- swear** [227:13]
- swiftly** [260:24]
- switch** [49:22]
- sworn** [232:18] [242:16] [245:16]
- system** [14:7] [16:25] [23:6] [24:15] [26:3,4,9,13,16,17] [27:22] [30:24] [31:6,7,10,11,16] [34:16] [48:14] [49:14] [50:19,23] [51:7] [52:14] [53:16] [71:11,18] [73:12] [75:11,13] [80:3] [87:13] [102:4] [113:16] [116:5,19,21,24] [117:3] [125:17] [133:23] [134:3] [138:19] [142:20,21] [153:10] [176:20,25] [188:2,4] [190:10] [192:24] [193:1,4,21,23] [198:3,5,12] [200:6] [204:18,23] [205:20] [207:8,20] [211:1,4] [222:24] [236:15] [239:4,8,10] [242:8,15,17] [243:23] [248:11] [251:7] [252:8] [253:10,12,13] [255:13] [265:25] [267:20] [268:15,18] [269:1] [271:13,14,17]
- systemic** [80:9] [112:11,15] [271:4]
- systemically** [80:3]
- systems** [7:6] [12:1] [21:19,20] [25:2] [26:11] [48:13] [49:25] [52:5] [83:24] [102:2] [120:12,18] [129:6] [130:18] [134:20] [167:16] [176:24] [229:18] [237:23,24] [238:2,5,7,12,25] [253:15] [267:17]
-
- T
-
- table** [48:14] [70:12] [88:12] [255:3]
- tabulated** [72:14]
- tactics** [105:19] [153:19]
- tag** [49:8,11]
- taken** [20:8] [32:23] [34:3] [41:17] [88:18] [99:14] [179:8] [194:6] [218:15] [219:6] [273:10]
- taking** [55:3] [67:4] [79:5] [89:9] [135:19] [143:16] [161:6] [177:7] [185:14] [201:8] [204:12] [205:3] [225:19] [261:24] [271:22]
- tale** [98:1]
- talk** [82:9] [90:10] [93:4,5] [101:13] [102:6] [109:4] [118:12] [122:20] [125:7] [139:2] [176:12] [185:18] [225:9] [227:20] [252:24] [258:24]
- talked** [19:16] [32:21] [124:18] [151:22] [156:12] [218:13] [224:12] [267:16]
- talking** [80:2] [86:19,20,21] [93:11] [118:4,6] [129:6] [153:7] [160:7] [184:15] [190:14] [196:21] [216:13] [222:10] [226:12] [251:13,14,15] [256:20]
- tangible** [192:8]
- tape** [19:18] [50:3] [51:17] [169:11] [208:25] [209:5]
- tapes** [16:8,15] [21:10,11] [32:25] [51:10] [100:9] [169:22] [207:9,10] [239:13,14]
- target** [238:16]
- tarnished** [171:6]
- task** [28:8] [89:25] [182:16,17]
- taught** [15:24] [16:2] [179:14] [241:25]
- teach** [179:13,15]
- teaching** [260:19]
- team** [13:13,20] [14:8] [15:8] [77:18] [91:25] [157:4] [195:7]
- teams** [142:22]
- technical** [66:1] [238:1]
- technically** [64:17,21] [65:20]
- techniques** [233:6]
- technology** [11:19] [49:23,24,25] [71:21] [83:24] [207:7,14,19] [239:10] [240:1] [253:4]
- tell** [37:20] [68:19] [85:19] [116:19] [122:17] [130:14] [131:13] [142:8] [145:1] [164:25] [171:20] [185:2] [193:20] [202:24] [204:24] [208:9] [255:3] [262:11]

Hearing - 11/13/06

[265:15]
telling [256:9]
ten [82:8,13] [164:11]
tend [108:24] [112:7] [120:24]
 [122:23] [259:16,18]
tenminute [82:8]
ten-minute [82:8]
tennessee [115:22,23]
 [137:20] [138:12,18]
tension [269:3]
tenure [25:25]
term [10:17] [31:5] [69:1]
 [123:12]
terminal [204:22]
terminate [5:13] [246:20]
terminated [5:22] [105:3]
 [132:7] [197:20] [205:9,17]
 [246:24]
termination [74:1,11] [132:
 1] [196:17] [269:21]
terminations [250:1]
terms [22:19,23] [37:3]
 [86:14] [93:8] [96:3] [97:5]
 [101:3,16] [104:25] [113:2
 ,10,25] [123:17] [125:23]
 [128:3] [134:23] [139:9]
 [145:11,14] [146:23] [152:
 1] [161:22] [162:3,14,25]
 [163:2] [200:4] [252:4]
 [256:4] [258:6] [270:23]
terrific [224:4] [255:21]
test [43:4] [49:21] [95:6]
 [159:25] [174:22] [179:21]
 [180:4] [199:10] [203:7]
 [214:3] [259:10]
testified [64:16] [158:18]
 [160:22] [265:11]
testify [9:8] [241:22]
testimony [3:9,15] [4:7,11]
 [8:25] [9:4] [35:13,20]
 [37:11] [68:14] [70:23]
 [73:21] [89:8] [92:25]
 [93:2] [101:6] [122:5]
 [124:19] [128:12] [136:11]
 [139:2] [141:21] [144:20]
 [150:15,18] [156:8,16,17]
 [158:16] [160:23] [164:1,17]
 [166:21] [169:4,6] [196:12]
 [208:8] [212:3] [221:14]
 [226:4,13] [253:16] [258:23]
 [262:8] [264:12] [265:9]
 [266:14] [267:16]
testing [51:14] [160:3]
 [213:24] [214:1,6] [228:1,11]
 [230:1]
tests [174:23]
thank [9:12,23] [30:1,12]
 [31:20] [32:15,17,19]
 [34:10] [35:11] [36:2,4,5]
 [39:11] [40:4,6] [42:3,5]
 [44:17] [47:14,17] [50:11,12
 ,14] [53:6,7,9] [60:2,4]
 [68:10,11,13] [69:24]
 [70:16,18] [81:11] [82:21,22]
 [89:8,9] [90:6,8] [121:13,15]
 [122:2,4] [124:17] [126:6,8]
 [128:9,11] [135:1] [136:7,8
 ,10] [141:12,13,20] [147:10
 ,14] [148:18] [150:14]
 [152:24] [153:1,3] [156:3]
 [158:11,13,15] [159:18]
 [163:21,25] [164:5] [169:2
 ,4] [171:12] [174:17,19]
 [177:20,25] [180:15,19]
 [184:4,7] [191:1] [196:6,7,9
 ,11] [199:17] [201:6,7,10,12]
 [202:2] [206:11] [208:3,8]
 [209:18] [211:25] [212:3]
 [214:16,17,19] [217:10]
 [221:11,13] [223:3] [225:15]
 [226:17] [241:13,17] [250:
 15,18] [251:1] [252:11]
 [257:17,21] [260:12] [264:
 17] [265:3,4,6,8] [266:12]
 [267:11,12] [268:24] [271:
 22]
thanked [205:20]
thanks [225:18] [241:21]
thats [18:23] [19:22] [29:22]
 [31:2] [43:24] [46:24]
 [52:14] [54:17] [55:8]
 [64:18] [71:8] [72:25]
 [74:15] [75:8] [80:3] [88:25]
 [94:4] [119:24] [123:2,11]
 [125:16,21] [126:22] [130:
 10] [133:11] [135:19] [139:
 16] [140:24] [146:5] [147:5]
 [149:25] [150:12] [151:3,19]
 [152:2,22] [155:10] [163:5]
 [164:25] [165:13] [168:5]
 [174:14,21] [175:15,20]
 [178:11,18] [186:4] [187:15
 ,21] [188:3] [189:23,24]
 [196:24] [198:10] [205:7]
 [207:20] [211:23] [215:10]
 [217:8] [222:13] [225:7,9]
 [244:13] [247:16] [251:25]
 [253:2] [255:23] [256:25]
 [258:14,17] [259:12,14,19]
 [261:8,9] [262:2,21] [269:13
 ,19] [270:6]
themselves [6:6] [36:15]
 [39:25] [45:10] [69:22]
 [78:6,10] [131:22] [228:18]
 [238:15]
theories [26:24]
thereafter [170:11] [225:4]
therefore [84:10] [170:16]
 [185:9] [198:18] [227:11,24]
thereof [139:4]
theres [15:24] [39:25] [40:18
 ,21,24] [42:8,19,23] [44:5,12]
 [62:10] [66:13] [71:19]
 [73:4] [77:13] [84:9] [93:15]
 [101:6] [117:14] [119:9]
 [122:21] [127:25] [134:2]
 [137:15] [141:25] [144:10]
 [145:13] [151:9] [152:2]
 [155:7] [163:17] [165:7]
 [166:4,16,19] [167:4,21]
 [168:2,12] [172:11] [188:20]
 [189:16,17] [190:15] [192:
 16,21] [194:1,13] [197:5]
 [199:1,7] [200:16] [210:3]
 [211:11] [215:4] [218:16]
 [240:11] [243:22] [245:24]
 [252:24] [254:16] [258:17]
 [264:2,14] [268:5,6] [269:16
 ,24] [270:22,24] [271:4]
theresa [2:15]
theyll [97:14]
theyre [14:15] [16:21,22]
 [19:2] [25:19] [29:10]
 [39:23,24] [48:1,21] [52:5]
 [57:9,15,16] [67:12] [68:9]
 [72:9,17] [75:23] [78:24]
 [79:23] [88:22] [130:14]
 [131:19] [145:9] [150:7,10]
 [152:16] [154:6] [163:14]
 [167:25] [168:17] [197:2,22]
 [199:11,14] [216:7] [224:18
 ,19,20] [225:10,11] [248:17]
 [252:3] [253:13] [254:4]
 [263:3]
theyve [38:3] [143:5] [144:9]
 [154:10] [177:6] [195:14]
 [251:7] [256:6] [269:18]
thing [78:21] [80:14] [81:4,20]
 [91:20] [92:24] [97:20]
 [119:17] [122:14] [125:16]
 [130:2] [141:15] [146:13]
 [147:23] [152:23] [155:6]
 [163:5] [207:24] [210:9]
 [213:23] [219:22] [222:3]
 [255:24]
things [9:14] [34:3] [36:13]
 [41:24] [65:16] [80:11]
 [83:20] [100:11,21,22]
 [101:7] [120:13] [125:22]
 [126:14] [128:24] [140:10,25]
 [141:24] [145:20] [146:12,14]
 [150:7] [155:24] [157:3,4]
 [158:1] [161:2,24] [169:20]
 [175:23] [193:8] [195:5]
 [213:24] [224:6] [251:14]
 [252:6] [256:19] [259:9]
think [30:20] [53:19] [62:23]
 [63:2] [64:3] [69:9,19]
 [73:3,18] [76:10] [77:10]
 [79:10] [82:7,11] [84:11]
 [87:20] [88:5,14] [90:11]
 [92:8,14,15] [93:17] [94:5,8
 ,16,18] [95:23] [96:11,17]
 [97:3] [98:25] [99:3,13,15,23]
 [101:1,15] [102:5,10]
 [103:12,15,19] [104:15]
 [105:20] [106:1,11,17,22]
 [107:13] [108:23] [109:8,18]
 [111:21,22] [113:13,19]
 [114:19] [115:1,25] [117:8]
 [118:4] [119:15] [121:12]
 [122:8] [123:13] [124:3,22]
 [125:21,22] [126:24] [127:
 12,16] [128:6] [129:1]
 [131:1,18] [132:12] [133:13
 ,15,19] [134:18,22] [135:10
 ,21] [136:2,25] [138:9,21]
 [139:9,12,21] [141:11,23]
 [145:21] [146:5,11] [147:16]
 [148:3,7,14] [149:3,12,25]
 [151:19,24] [152:3,17]
 [154:13,17] [155:6] [156:1
 ,21,22,24] [157:13] [158:1,6
 ,9,20,23] [159:12,16] [160:
 11] [161:2,25] [162:20]
 [163:1,22] [164:3] [167:15]
 [172:17] [176:3,20] [177:11
 ,17] [178:6] [189:21] [194:10]
 [195:22] [205:10,13] [206:
 4] [208:15] [211:3,12]
 [213:4,5] [214:5,7,9] [217:
 17] [218:1] [220:5] [223:15
 ,18,19,25] [224:13] [225:6]
 [239:5] [252:17,18,21]
 [253:5] [254:22,25] [255:5
 ,6] [257:8,15] [263:2] [264:
 7] [265:24] [266:7,9] [267:23]
 [268:2,21] [271:16]
thinking [140:8] [263:3]
third [5:3] [8:14] [13:10,12]
 [75:5] [101:21] [105:17]
 [140:16] [192:22] [194:9]
 [210:19] [211:19] [244:25]
thorough [13:12] [117:19]
 [164:1] [177:12] [230:3]
thoroughly [33:24]
though [7:18] [72:24] [84:6]
 [117:25] [143:5] [146:13]
 [148:3] [169:25] [177:13]
 [215:15] [257:9]
thought [39:17] [48:3]
 [50:22] [136:20] [151:11]
 [204:5] [256:21] [257:9]
thoughtful [164:1]
thoughts [226:19] [263:6]
thousands [77:21] [188:24]
 [189:2]
three [6:24] [57:6] [58:20]
 [64:12,14] [70:24] [71:14,15]
 [72:8] [74:2] [77:23] [171:2]
 [173:22] [182:22] [210:3]
 [235:23] [259:10]
throughout [6:2] [40:11]
 [45:2] [142:1] [150:20]
 [151:23] [165:2] [198:21]
 [213:25] [221:22] [230:6]
 [232:7] [233:3]
ticket [191:9] [256:7]
tier [13:12]
tight [164:10] [268:5]
time [5:7] [8:10] [9:1] [10:3]
 [18:17] [19:3] [25:21]
 [29:25] [45:20] [47:18]
 [50:2] [54:12,13] [58:1]
 [59:9] [70:6] [71:14] [74:9]
 [75:5] [80:22] [81:13]
 [89:9,20] [91:5] [93:11]
 [95:19] [136:15] [153:4]
 [161:10] [166:17] [167:25]
 [168:24] [175:19] [176:13]
 [180:11,13] [188:12,16]
 [189:20] [190:23] [200:9,10
 ,15,16] [201:8,20] [205:23]
 [206:9] [207:1,11] [209:4]

Hearing - 11/13/06

[211:11] [221:10] [225:19]
 [247:14] [250:25] [255:6]
 [256:20] [271:23] [272:3]
 [273:10]
timely [234:2]
times [22:3] [96:18] [99:20]
 [103:25] [116:18] [117:23]
 [150:3] [167:14] [177:1]
 [198:25] [259:10]
timing [44:23]
title [213:11] [229:23]
today [7:1,12,24] [9:14]
 [10:2,14] [11:4] [26:6]
 [47:17] [49:8,12] [50:5]
 [73:21] [89:9] [92:24]
 [187:18] [196:12] [204:25]
 [221:14] [228:7] [241:14,22]
 [262:7]
together [48:5] [92:1] [136:
 15] [266:7]
told [52:3] [168:22] [169:16]
 [179:16] [196:25] [268:20]
tolerance [141:3] [154:22]
tolerant [228:17]
tolerated [5:21]
tolerating [232:20]
toll [1:24] [33:12]
tom [3:11] [10:10] [162:7]
tomorrow [202:9]
toms [202:9] [206:22] [215:
 4]
took [172:18] [177:8,16]
 [185:15,16] [194:11] [201:
 3] [219:21,24] [265:14]
tool [104:17] [133:24] [139:
 7,11] [167:14] [177:18]
 [234:17] [236:10] [238:3]
 [239:9] [268:3]
tools [99:4] [141:2] [154:15]
 [162:18] [169:10] [223:11,12]
 [268:12,14,16]
top [130:5,12] [161:10]
 [203:9] [210:10]
topic [230:18]
topics [226:19] [232:9]
tort [254:11,12]
total [17:12] [18:10] [56:22]
 [170:4,5] [173:22] [200:23]
 [205:24] [258:12]
totality [171:10]
totally [185:19] [266:23]
touch [164:18]
touched [153:13]
touches [245:1]
toward [187:2] [188:1]
 [197:7]
towards [97:10] [153:22]
town [27:12] [28:14,15]
 [216:21] [247:21]
towns [207:15]
township [4:8,12] [202:8]
 [209:9] [211:14] [226:7]
traced [53:3]
track [71:25] [72:1,11]
 [247:23]
tradition [224:10]

traditional [129:22]
traditionally [107:7]
traffic [85:12,17] [96:3]
 [97:1,16] [98:6] [99:22]
 [101:4,24] [102:16] [103:10]
 [104:10,14] [122:13] [127:
 10] [169:18] [180:24] [181:
 3] [183:25] [184:2] [191:12]
 [233:25] [240:8,14] [243:3]
 [244:20] [256:7]
train [200:20] [216:15]
 [256:22] [257:16]
trained [37:6] [174:10]
 [213:1]
trainee [245:19]
trainers [152:12]
training [15:21] [17:1]
 [23:20] [24:3,6] [25:4]
 [33:19] [36:23] [52:1,7]
 [94:21] [99:11,13,14,18,19]
 [100:24] [101:12,17,21]
 [105:19,25] [110:23] [120:
 7] [126:3] [129:9] [134:21]
 [139:16,19] [141:4] [146:10]
 [150:1,19] [151:2,13,15,17
 ,21,23] [152:5,6,10,13]
 [154:8,9] [155:1] [161:12]
 [168:12] [173:5,10] [174:14
 ,21] [175:9,12] [178:25]
 [179:11,19] [180:3,4]
 [200:19,22,23] [205:14]
 [211:9] [212:4,17] [214:11]
 [215:12] [216:19] [217:1]
 [221:18,20] [222:7,9]
 [223:10,17] [228:1] [231:11
 ,14,19] [232:4,6,7,9,12,24]
 [233:1,4,10,15,17,24]
 [234:7] [245:11,17,18,20,21
 ,23] [246:3,5,9] [247:12,13]
 [248:8,24] [253:1,11,12]
 [256:14,25] [257:4,10,13]
 [258:4]
transcript [273:9]
transcripts [8:22]
transferred [239:12]
transform [22:24]
transitioned [12:18]
transitioning [36:17] [194:
 2]
transitions [20:2]
transparency [22:22] [106:
 25] [236:17]
transpires [164:19]
travel [206:21] [214:25]
 [215:5]
treat [217:7]
treated [150:10] [154:6]
 [187:9]
treats [216:7]
tremendous [29:19] [41:24]
 [69:16] [133:24]
tremendously [99:19]
trend [78:13,15] [79:20]
 [81:1] [88:21,25] [193:6]
 [220:19] [221:5]
trends [101:15] [105:15]

[237:9,21] [254:2]
trenton [1:23] [8:19]
tribute [223:25]
tried [133:12] [203:2] [211:
 13]
troop [23:22] [74:23]
trooper [15:20,21] [19:17]
 [25:3] [29:2] [43:12,17]
 [51:20] [52:17] [71:12,15,17
 ,19] [75:4] [77:4] [78:8]
 [79:11,16,21] [80:7] [86:2,4
 ,22] [222:19]
troopers [16:8,15] [19:6]
 [24:8] [25:2,17] [26:1]
 [27:15] [38:21] [39:1]
 [51:12,13] [52:2,8,10]
 [71:23] [72:3,9] [73:11]
 [76:2,4,13,15] [77:3] [78:5
 ,9,22] [79:17] [80:1,5]
 [85:10] [87:24]
troops [16:18] [24:1,11]
 [29:6,9,12]
troubling [141:22]
true [130:10] [148:8] [159:13]
 [163:2] [228:7] [273:8]
truly [29:17]
trust [11:23] [91:19] [106:12
 ,15] [144:15] [153:9] [216:25]
 [240:23]
try [11:1] [17:5,9] [44:18]
 [71:19,22] [76:12] [80:2]
 [147:19] [155:24] [267:3,5]
trying [63:24] [76:2] [88:11]
 [91:25] [147:21] [149:19]
 [161:20] [185:18] [211:16]
 [215:15] [265:24]
ts [167:2]
tubs [261:16]
tucson [111:5]
tuesday [271:25]
turn [7:21] [9:14] [27:17]
 [51:7] [108:11] [145:19]
 [223:6]
turned [42:25] [52:20]
 [185:17] [204:19]
turnpike [29:8]
turns [140:21] [190:6]
 [197:20]
tv [178:13] [224:18]
twenty [250:6]
twentyfour [250:6]
twenty-four [250:6]
twice [200:21]
two-part [150:15]
two-part [150:15]
twoyear [39:3] [115:18]
 [203:3,4] [219:11] [220:16]
two-year [39:3] [115:18]
 [203:3,4] [219:11] [220:16]
type [14:17,18] [15:13]
 [17:15,20,24] [34:7] [42:20]
 [43:2] [47:8,9] [52:12]
 [98:14] [109:8] [141:6]
 [151:21,23] [181:21] [191:
 7] [209:17] [238:10] [266:17]
types [33:19] [115:8] [120:23]

[238:11] [254:4]
typically [246:8] [256:1]

U

ultimate [84:23] [126:4]
ultimately [53:22] [73:7]
umbrella [11:7] [22:22]
 [70:11]
unacceptable [238:15]
uncomfortable [206:5,7]
uncommon [179:15]
unconscious [96:18]
undergo [221:17] [229:25]
underlying [153:19] [262:22]
 [263:6]
underneath [23:11] [70:11]
 [189:25]
underscores [228:7]
understand [19:8] [47:24]
 [53:17] [70:19] [78:24]
 [82:25] [87:21] [94:16,20]
 [106:18] [122:8] [128:21]
 [154:8] [186:4] [199:21]
 [222:12]
understanding [88:9]
 [96:7] [149:4] [240:5]
undertake [132:8] [147:5]
undertaken [182:15]
undertakes [110:9]
undertaking [10:15]
unfettered [114:23]
unfit [247:20]
unfolds [47:10]
unfortunately [120:18]
 [230:14] [257:5]
unfounded [145:8]
unfounded [145:9] [254:15]
unhealthy [90:22]
uniform [37:2] [38:11]
 [196:23] [264:14]
uniforms [118:9]
union [4:5] [164:16,24]
 [165:3] [168:6] [171:21]
 [172:10] [173:18,22] [174:
 9,12] [175:5,8] [180:21]
 [181:1] [182:13] [191:25]
 [192:3] [193:4] [196:1]
 [200:3,25] [201:8]
unions [6:10] [107:17]
unique [38:6,8] [241:6]
unit [19:24,25] [20:4,20]
 [21:1,2,13,17,21,25] [22:12
 ,15,17] [25:9,10] [28:9]
 [36:8,18] [54:1,8] [72:5,6,8]
 [117:17] [118:1,3,11,19]
 [119:10,21] [121:7,11]
 [136:21] [137:5,6,13]
 [159:23] [176:6] [233:19]
united [3:18] [5:11,12,15]
 [29:18] [230:6]
units [20:22] [36:12] [37:11]
 [120:3]
universal [93:15]
universities [34:17]
university [1:11] [4:17]

- [114:20] [172:13] [226:5]
[229:16] [241:24]
unless [220:6] [269:16]
[270:21]
unlike [244:2,8]
unprofessional [184:16]
[187:2]
unprofessionally [188:1]
unsubstantiated [79:21]
until [7:12,14] [92:12] [264:
14] [271:25]
unto [131:21]
unturned [76:10] [81:6]
unusual [242:20]
update [26:14]
updates [25:4,5] [232:10]
upfront [68:3] [152:19]
upgrade [49:14]
upgrading [26:12]
upheld [269:19]
uphold [227:13,19]
upon [156:8,21] [196:20]
[199:6] [202:21] [204:10]
[215:6] [234:13]
ups [131:6]
urban [96:1,5,11] [159:14]
us [5:22] [6:13] [8:25] [9:6,18]
[31:10] [39:6] [74:25]
[76:18] [81:20] [84:18]
[85:19] [87:7] [88:6] [89:1]
[90:7] [103:21] [122:1,17]
[123:10] [139:7] [141:17]
[148:5] [153:5] [169:16]
[176:4] [192:16] [197:12,17
,18] [201:8,16] [219:10]
[220:17] [223:18] [225:25]
[233:19] [241:7] [253:23]
[254:12] [264:3] [271:24]
use [11:18] [12:23] [18:6]
[20:14] [58:1] [63:7] [65:21]
[86:2,5,6] [94:2,9] [102:2]
[103:9] [105:25] [129:7]
[134:21] [139:14] [154:16]
[176:23] [179:13,14] [193:
22] [204:22] [224:10] [230:
7] [232:10] [234:19] [235:4]
[236:8] [237:14,15] [238:10
,11] [244:1] [262:20]
used [31:5] [69:2] [74:23]
[83:8] [104:3,14,17] [122:17]
[123:12] [133:24] [151:3]
[230:12] [237:21] [238:12,16
,18] [239:1,4] [240:13]
useful [181:18]
uses [20:9] [93:24] [113:7]
using [99:3] [139:9] [150:4,5]
[168:17]
usual [92:13] [147:25]
[148:6] [179:5]
usually [66:21] [102:15]
[108:5] [229:20] [238:5]
utility [195:22]
utilize [168:6]
utilized [24:4] [119:3] [240:
19]
-
- V
-
- vaguer** [259:19]
valuable [10:2] [57:24]
[58:21] [177:18] [236:10]
value [267:16]
variant [110:7]
varies [232:7]
variety [6:19] [39:21] [55:11]
[74:14] [80:5] [108:15]
[175:2] [195:10] [233:4]
[240:11] [256:5] [262:17]
[263:24]
various [47:25] [48:5] [53:14]
[55:14] [60:6] [85:11]
[108:9] [140:1] [163:8]
[221:20] [262:19]
vary [240:4] [259:6] [269:14]
vehicle [12:23] [18:20]
[19:13] [20:10,16] [36:21]
[38:1] [42:14] [43:4] [87:10
,12,16] [191:10] [193:7]
[204:15] [205:19] [207:5]
[208:17,19] [209:2] [232:10]
[254:10]
verbal [228:22]
version [226:16]
versions [145:6]
versus [24:6] [96:4] [192:7]
vet [63:25] [65:5,9]
vetted [16:22] [45:19] [56:5]
[57:9] [66:22]
via [9:8] [193:8,10]
victim [86:1,18,23] [263:16]
victims [85:17] [86:15]
[243:5] [263:12,21,22]
video [17:21] [18:10] [29:1]
[51:18] [97:17] [102:2]
[151:8] [166:7] [167:17,18]
[169:11] [174:10] [177:17]
[178:13,17] [194:4] [207:4
,6,8,17,21] [239:10] [257:4]
videos [17:23] [183:15]
videotape [171:3] [174:7]
[177:3,9]
view [11:4] [15:2] [27:3]
[107:17] [161:20] [169:22]
[223:12] [228:18]
viewable [239:17]
viewed [107:1] [144:11,13]
[171:2]
viewing [15:3] [32:25]
views [6:23] [96:22] [107:15
,19] [136:6] [159:11]
vigorously [75:24]
violation [145:19] [191:12,13
,14] [197:3] [198:19] [243:3]
[269:11]
violations [74:14] [75:19]
[88:23] [140:23] [183:8]
[223:20]
violence [29:14] [155:22,23]
[232:11]
violent [178:6]
virtually [244:13]
-
- virtue** [84:12]
visibility [103:24]
visit [21:19] [31:13]
visitors [202:18]
visits [21:8] [77:20]
voice [10:21]
volume [200:9]
voluntarily [123:18]
voluntary [109:12] [135:15]
[234:4]
vote [202:10]
-
- W
-
- wait** [34:6]
waiver [251:22]
walk [42:13]
walker [69:15] [114:19]
[244:20] [271:19]
walks [37:14]
want [30:14] [34:5,7] [35:4]
[45:21] [57:12] [59:8]
[63:5] [69:3,18] [79:1,19]
[84:16] [86:8] [90:9] [93:10]
[94:5] [95:20] [103:22]
[108:16] [111:22] [120:14]
[121:13,25] [125:22] [126:
1] [132:16] [133:4] [136:18]
[152:7] [153:3] [155:17]
[161:17] [162:10] [163:25]
[172:6] [177:3,14] [181:13]
[193:12] [197:12] [207:8,19]
[216:1] [246:23] [254:15]
[259:16,17] [266:8] [267:23]
wanted [82:25] [133:2]
[136:12] [142:3] [156:6]
[188:23] [222:17,21] [226:
16]
wanting [143:2]
wants [87:18] [125:6]
warehousing [24:16]
warned [189:11]
warning [42:18] [142:20]
[166:20] [191:9] [237:23]
[239:4]
warnings [189:6]
warrant [170:8]
washington [110:14] [141:
5] [204:4] [269:15]
wasnt [54:24] [138:12]
[140:7] [171:8] [186:2,3,13]
[188:22] [189:11] [219:21]
[261:17]
watch [109:1]
watch [17:21] [204:19]
[207:17] [224:18]
ways [68:23] [71:19] [91:21]
[92:14] [118:23] [135:14]
[154:14,24] [236:11] [256:
5]
wealth [167:19]
weapon [209:1,4]
weapons [118:8]
wears [58:4]
weber [2:14] [60:3,4] [61:2,19]
[62:8] [63:16] [64:11,15,25]
[65:17] [66:8,11] [67:2,10]
[68:10] [148:16] [156:4,5]
[158:11] [190:25] [191:1,18
,24] [192:23] [193:3,18]
[194:15] [195:1] [196:6]
[217:14,15,23] [218:10,25]
[219:8,17] [220:1,15]
[221:4,11]
website [8:22] [9:8,10]
[56:4] [151:7]
wednesday [252:1]
weed [243:16]
week [203:16]
welcome [5:3] [68:5] [171:14]
[177:4] [201:11] [264:19]
well [6:15] [13:21] [25:16]
[28:24] [34:14] [35:18,21,23]
[38:2,15,19] [39:3,9] [40:13]
[42:25] [43:16,17] [45:16]
[46:21] [47:3] [54:11]
[55:16] [58:18] [62:2,20]
[63:22] [64:6,20] [65:3,20]
[66:13] [71:4] [77:9,14]
[82:8,9] [83:12,22] [84:11]
[88:10] [89:5,6,7] [92:19]
[93:7] [96:11] [97:4,19]
[99:24] [104:13] [111:16]
[112:5] [113:2] [116:18,24]
[121:17,18] [124:22] [127:
20] [131:23] [134:18] [135:
17] [138:12] [139:10] [140:
4] [141:23] [144:13] [149:8]
[150:5] [152:9,15] [153:22
,24] [155:9] [160:1] [164:8,9
,11,12] [168:19,20,23]
[169:14,20] [171:11] [174:
23] [176:5] [177:4] [186:1]
[190:20] [196:20] [200:7]
[201:7] [208:4,5] [209:12,13]
[210:2] [212:8,9,11] [213:10]
[214:12] [222:1] [223:6,15]
[224:11] [225:22] [226:3,5]
[229:23] [238:20] [243:6]
[246:22] [248:2] [250:20,21
,22] [256:4,18] [257:3]
[258:3] [259:25] [260:10]
[261:5,24] [266:5] [269:21]
well-known [25:16] [38:19]
[243:6]
well-known [25:16] [38:19]
[243:6]
wendy [3:12]
went [66:9] [131:8] [145:14]
[179:25] [180:3] [202:11]
[208:16]
werent [8:2] [51:14] [261:20]
west [233:20]
western [206:21]
weve [5:18,23] [6:4,9,18]
[19:16] [22:19] [32:21]
[49:15] [58:16] [59:24]
[132:8] [135:18] [136:14]
[192:17] [194:2,6] [207:12]
[222:1] [254:8] [268:2]
whatever [27:21] [31:4]
[33:10] [47:11] [61:1]

- [157:24] [173:12] [216:22]
whats [11:14] [51:1] [54:15]
 [58:14] [86:9] [87:20]
 [88:20,24] [133:6] [158:2]
 [200:4] [201:9] [214:22]
 [246:22]
whatsoever [219:5]
wheel [27:16]
whenever [219:3] [250:13]
whereabouts [247:24]
 [248:7]
whereby [193:6] [195:18]
whether [5:9] [33:17] [34:1
 ,16] [43:15,23] [44:24]
 [58:6] [64:6] [78:13] [79:7]
 [80:8] [85:20] [87:18,25]
 [100:13,14] [105:24] [113:
 7] [114:5] [115:18] [116:24]
 [118:9] [119:6,17] [122:21]
 [127:2,4,18] [132:15]
 [137:3] [139:5] [143:25]
 [151:16] [157:1,21] [166:16
 ,17,19] [167:21] [168:8,17,21
 ,25] [169:23] [181:13,17]
 [182:11,21] [191:8,9,12,19]
 [193:12,13] [195:25] [196:
 21] [211:14] [213:19] [219:
 6] [220:20] [225:11] [228:13]
 [253:21] [264:8] [268:11]
 [271:8]
white [95:5] [100:19,20]
 [147:9] [159:12] [184:23]
 [189:10] [205:25] [218:22]
 [219:12] [220:17] [242:25]
whites [97:23] [102:23]
 [220:22]
whoever [27:22] [50:6]
 [190:10]
whole [39:20,25] [54:18]
 [140:10] [152:18] [154:15]
 [207:15] [260:4] [262:2,17]
 [264:3]
whom [111:24]
whose [163:18] [249:1]
 [250:12]
why [61:2,7] [62:15] [63:7]
 [146:5] [149:25] [205:7]
 [207:20] [215:10,15] [225:
 7] [230:21,25] [246:23]
 [247:17]
wi [207:15]
wide [6:19] [19:14] [20:9]
 [39:20] [182:3] [192:22]
 [193:5,21]
widely [99:5]
widespread [109:9]
wifiing [207:15]
wi-fing [207:15]
will [5:7] [6:18] [7:1,5,7,8,11
 ,13] [8:7,9,10,17,18,21,22]
 [9:4,6,16] [10:15] [12:14,17
 ,19] [19:11] [20:3,7] [22:16]
 [23:12,18,19] [26:8] [27:3,4
 ,16,17,23] [28:2] [29:23]
 [30:5,6,9,10] [32:3,5,7,13,23]
 [35:8] [36:15] [37:4,5,20]
 [38:16] [39:10] [47:5] [49:4
 ,15,19] [50:8] [53:4,15]
 [59:7] [67:2] [70:8,19]
 [76:8] [82:7,12,19] [84:12]
 [89:2] [90:20] [92:11]
 [94:15] [95:2,11] [98:23]
 [99:15] [100:3] [101:13]
 [102:8] [103:19] [104:3]
 [110:5] [111:18,22] [114:7
 ,18] [119:25] [125:8] [130:13
 ,25] [131:13] [132:1,9]
 [133:16] [139:15] [145:1]
 [146:13] [148:9] [152:4]
 [157:2] [163:22,23,24]
 [164:15,18] [165:14,16,22
 ,25] [166:1,2,3,6,7,14,15,25]
 [168:3,24] [175:24] [178:13]
 [189:18] [195:4] [199:25]
 [201:15,18,22,23] [202:9]
 [207:16] [214:8] [222:6]
 [224:6] [225:18] [226:3,9]
 [227:12] [228:15] [231:9,15]
 [243:20] [249:14] [250:23]
 [271:20,25] [272:1]
willingness [227:18]
win [243:8]
wink [247:9]
winwin [243:8]
win-win [243:8]
wisenthal [141:1,7]
wish [8:24]
withdrew [254:12]
within [7:2] [10:6,12] [11:11]
 [13:8,23] [18:22] [22:10]
 [24:17] [25:10,13] [26:14]
 [30:22] [31:1] [36:13]
 [37:13,21] [38:15] [39:14]
 [41:21,25] [43:10] [45:4]
 [46:7] [52:13,14] [53:24]
 [54:9] [55:11,15] [60:19]
 [65:25] [72:4] [112:6,12]
 [117:12] [132:18] [136:18]
 [157:12,19] [159:9] [160:5]
 [167:25] [173:9,12,14,21]
 [174:3,9] [175:5,8] [176:24]
 [200:3] [220:20] [224:8]
 [261:18]
without [37:15] [67:16]
 [84:20,21] [172:4] [199:6]
 [245:9] [248:17] [250:8]
witness [9:15] [89:11]
 [168:21,25] [169:16] [201:
 13,15]
witnesses [6:12] [8:9]
 [164:10] [166:10] [262:8]
 [267:15]
woman [140:3,4,9,12,16]
women [223:25]
wonder [171:19] [251:2]
wonderful [257:6]
wondering [208:9]
wont [37:8] [44:14] [148:6]
 [199:23] [201:20] [250:24]
 [270:22]
word [25:25] [190:22]
words [34:5] [85:18] [98:10]
 [177:9] [189:5] [270:5]
work [6:23] [8:12] [9:5]
 [49:24] [57:7] [72:18]
 [87:19] [89:21] [91:1]
 [92:20] [94:20] [95:22]
 [96:4] [103:11] [109:12]
 [110:20] [112:16] [113:22]
 [121:3] [138:23] [139:16]
 [141:6] [143:18] [151:12]
 [156:22] [161:11] [164:2]
 [165:20] [196:1,23] [197:14
 ,15] [207:12] [214:12]
 [238:7] [264:23] [267:3,6]
worked [124:15] [194:21]
 [206:17]
working [50:24] [51:23]
 [52:5] [90:2] [91:8] [104:13]
 [116:24] [131:11] [203:12]
 [204:15]
workings [83:18]
workplace [234:1]
works [57:22]
world [69:17] [94:18]
worms [262:3]
worst [147:23]
worth [183:6] [196:4] [210:
 11]
worthy [183:1]
would [7:23] [8:3] [9:12]
 [14:25] [26:9,12] [31:14]
 [32:24] [34:12] [35:4,5,20]
 [36:1] [37:9,17,19,22]
 [39:1] [41:24] [44:7,8,12]
 [45:8,24] [46:1,3,9,18]
 [47:3] [48:25] [49:8] [51:15
 ,17,19,20] [52:4] [55:7,15]
 [59:1,14,17,18,20,23]
 [60:25] [61:2,6,17] [62:8,14
 ,15] [63:2] [64:4,5,9,11,21]
 [65:11] [66:5] [67:24]
 [68:1,2,5,20,23] [69:6,21]
 [70:1,3,24] [72:20] [73:8]
 [74:25] [75:22] [77:7]
 [81:14,19] [83:1,8,10,13,14
 ,25] [85:19] [86:10,13,16]
 [87:12] [88:1,3,5,9,13,14]
 [89:1] [95:4] [111:25]
 [113:2] [116:23] [117:17]
 [122:16] [126:17] [128:3]
 [131:17,18,20] [132:6]
 [133:7,10] [135:5,21]
 [137:18] [141:15] [144:25]
 [147:24] [148:2,5,14]
 [154:14] [156:10] [157:25]
 [160:14] [161:8] [168:16]
 [172:7] [175:6] [176:3]
 [178:11] [187:9] [188:7]
 [189:18] [192:16] [193:14]
 [195:19,22,24] [196:1]
 [197:2] [198:10,22,24]
 [199:4] [200:13] [201:3]
 [204:6,12,14] [206:5,16]
 [213:22] [214:5,6] [217:17
 ,18,19,22] [218:1,4,5]
 [220:5] [222:3,5] [223:12,18]
 [226:12] [229:14] [230:17]
 [239:3,5] [240:1,9,20,22]
 [241:15] [245:1] [246:23]
 [247:7,9] [249:5,22] [252:10
 ,15,17,18,19] [253:5] [254:
 18,23,25] [255:16,18,20,21
 ,23] [258:16] [259:3,18,23]
 [260:1,5] [261:10] [262:3]
 [263:1] [264:6] [265:13,19
 ,21] [266:1,7,9,17] [267:1,20]
 [268:8,15,16] [271:15,16]
wouldnt [61:8,19] [126:18]
 [138:7] [187:6] [190:12]
 [220:4] [252:23] [255:15]
 [260:4,8] [267:23]
wrist [270:6]
write [7:25] [8:4] [26:25]
 [167:8]
writes [56:8] [64:16]
writing [89:3] [163:25]
 [208:6] [228:22]
written [6:18] [9:4] [46:12]
 [74:4] [160:23] [173:16]
 [201:23] [210:10,11] [229:
 25] [236:16] [244:21]
wrong [172:18]
www.renziassociates.com
 [1:25]
-
- Y
-
- yang** [2:15] [68:12,13]
 [69:24] [70:16] [158:12,13]
 [159:18] [196:8,9] [197:24]
 [199:17] [221:12,13,23]
 [222:11,17] [223:3] [265:5
 ,6] [266:12,24] [267:11,13]
yank [260:2]
yanking [270:8]
yeah [151:24] [163:1]
year [18:19,23,24] [25:24]
 [26:15] [91:23] [92:2]
 [97:13,21] [128:16,17,18]
 [131:7] [132:1] [142:4]
 [146:18] [175:19] [194:11]
 [198:6] [200:21] [202:20]
 [215:8] [220:11] [221:22]
 [222:6] [236:1,3] [249:13]
 [254:2,9] [258:10] [261:25]
year-round [202:20]
year-round [202:20]
years [6:8] [11:11] [18:18]
 [22:20] [25:17,18,19,21,23]
 [38:22] [51:6,9] [71:16]
 [77:17] [78:2] [85:13,20]
 [86:13] [87:21] [93:17]
 [95:11] [116:23] [117:6]
 [122:10] [132:6] [159:5]
 [165:5] [179:14] [198:6]
 [200:22] [202:22,23] [203:
 4] [204:24] [205:9] [207:16]
 [220:24] [235:23] [242:2]
 [244:15] [248:14] [254:6,13]
 [260:20] [263:15] [264:25]
yellow [119:24] [120:10]
yes [33:22] [54:6] [55:9]
 [65:24] [72:17] [73:17]

Hearing - 11/13/06

[75:14] [82:5] [85:14] [128:14] [136:1,2,16] [142:7] [143:7] [147:13] [148:14] [150:22] [151:11] [154:14] [177:25] [180:18] [184:19,25] [190:15] [218:5] [219:17] [220:23] [226:14] [251:11] [252:10] [267:18]

yet [80:6] [142:5] [143:3] [168:22] [174:2] [262:22]

york [110:12] [160:3] [225:2]

youll [23:10] [26:3] [76:10] [110:4] [261:12] [267:23]

young [52:17] [213:16] [227:11]

youre [37:15,16] [50:19] [54:2] [55:13] [62:16] [67:4] [69:14] [76:1] [103:5] [111:23] [113:2] [128:15] [135:19] [142:4] [145:23] [149:18,21] [160:7] [161:14] [162:23] [168:15] [171:14] [177:4] [179:6] [189:8] [190:14] [192:10] [196:21] [201:11] [215:15] [216:13] [217:6] [222:10] [259:20] [263:23] [264:16,19] [265:2] [266:15] [270:2] [271:16]

yourself [90:7] [156:19]

youth [155:22]

youve [50:18] [79:4] [107:15] [122:17] [145:5] [153:4] [156:12,18] [160:22] [218:25] [219:8] [224:3] [260:9] [264:12]

Z

zero [49:11] [77:7] [81:15] [88:22] [148:22] [149:1] [154:22]