

WEBVTT

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I was muted Hi.

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think you're muted to

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just

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thank you for those extensive notes so so really helpful. Good, good, good, good. I'm glad that was I thought the town hall went really well.

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Yeah and I, well, I guess we'll explain it but I use some, you know, those notes to inform some of the learning outcomes. So we'll see how it goes.

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Awesome. And then I can update.

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Everyone's on Chris and I had a conversation last week about the statutory issues that we've been talking about all along, and why in service is such a point of contention.

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So I just want to go over that statute and show you guys where our limitations are so you can see it.

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Okay, that there's not a.

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So, the, the, you know, the goal can be more refined I guess based on what our limitations are makes sense hi Jill.

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Hi Lori.

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Nice to meet you, Lori.

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Nice to meet you, too, can you hear me okay, yes. Okay, good. No pressure Laurie, I'm Jill Nice to meet you know pressure that we three we had to tell meeting.

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And we acted like your yes your valuable we love.

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You are valuable and we love what you have to contribute but it was kind of a quickly throwing in there. So, that's okay it was a good meeting I learned a lot, actually.

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So, Shannon Shannon.

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Morning.

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I don't think you uploaded those lesson plans you were talking about right.

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So I haven't had. I shouldn't make sure that I didn't miss them.

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So, things have been crazy here.

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All right.

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I hate this background I might take my post, I just had that up for the meeting.

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I'm having a bowl on.

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How about always, I don't always have this post up behind me.

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Oh yeah, really. Oh yeah. What I saw myself It wasn't ever there.

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Oh really, that is so weird, because I use the website, I use the website and I asked me Is there like an app on my windows that I can.

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That is so interesting.

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Okay. Linda Gleason.

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Do you want to get started Shannon to check in with with one public member.

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All right, perfect. I wouldn't be able to make it.

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Say it again quickly. Sorry everyone was able to make it I saw Jessica just joined, so.

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Okay.

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Perfect.

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And then, what a deal breaker, I see. Hi Joe.

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Alright guys so we are ready to get started.

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I'm going to listen.

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Before you guys get started.

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She's our only member of the public today, Linda.

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Yes. Good morning. Good morning.

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I would just like to say, I thought the town hall went great. Thank you. Well,

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that's it. Thank you.

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We appreciate your continued support Linda, anything else.

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I don't think so. Okay.

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Right.

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Perfect. So we briefly had to talk about the town hall, all of us. And have you guys come up with any other thoughts following that,

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I'll just jump in there.

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I tend to the whole town hall on the phone. So what I did was I reviewed Courtney's notes and also added more learning outcomes for consideration.

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These are conversations, I mean the same concerns I've heard over 30 years of people and families with disabilities so I thought it was really important to start thinking about, you know, the town halls concerns of the people that attended and verbalize

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concerns, and actually put it in writing in a learning outcome for consideration for this for

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you right that was very helpful and did all of you see the public comment the coral posted, be able to read those scenarios.

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Oh, they're great now I'm having a horrible time with my word I'm trying to pull it up right now it's been this way. I think I've overused it you guys, giving up on me.

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So even trying to just get the agenda taken care of.

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I was having a terrible time so I wanted to share everything with you but I'm really not able to pull up word right now.

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Standby here. Shannon, can I use this time to kind of clarify what statutorily what post restraints are in terms of curriculum Dre and service cuz I know it's been kind of a topic, a lot and I wanted to point you guys all in the direction of where to

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you can see it because it's not as complicated as i mean it's it's in statute. So, if you look at

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this up so you know we there is a statue passed in 2017 for in service.

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2431 315 and that basically gave post the authority to mandate certain topics, be taught in in service with certain hours associated to those topics.

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What it did not do, is it did not give post the authority to provide curriculum that needs to be taught. The curriculum is at the complete discretion of the executive of the chief executive officer of each agency.

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So, we cannot tell we cannot provide right now we cannot tell them to teach a curriculum.

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We can tell them topics and so what the statute you guys are working under this bill, gives you a mandate to provide a curriculum for this topic, but post does not have the authority to enforce that.

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So this topic is now going to be included. Under the current mandate under 2431 315 which you can look up on our post website. I will provide it here goes over the number of hours.

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It goes over what, you know, it basically is postrel 28, that there's certain number, like right now it's because you guys know its proper Holton restraints anti bias community policing and then two hours of de escalation, those have to be provided over

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a five year.

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So if an agency says, we are going to teach two hours of first responder interactions with persons disabilities. And you guys are asking for two hours of that.

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The hours right now I think are are not clear in my mind but if you guys are asking for basically or the statute gives us, 24 hours of mandatory training that has to happen.

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12 of that are skills. So if you then take the other 12 right that gets up to, what do we calculate Chris it gets up to 60 hours that are left for five years.

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So out of 60 hours in five years they're mandated under 2431 315.

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You guys have to think about what your recommendation is for how those 60 hours considering all the other topics that need to be taught in in service.

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So this is where the hours comes into play, which I know was a heavy topic at the

beginning of this because if you're mandating that eight hours, get taught a year.

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So that would be 40 hours over those five years, that was only leaving agencies with eight hours to work with.

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for five years of what else they would teach.

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So I just want it to be it's, it's not.

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It just needs to be a realistic point of view and until the legislation gives post more power, for lack of better words. We can't change that, in the full discretion of what the curriculum is is at the chief executive officer level of each agency for

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curriculum. Okay. I'll get off my soapbox Jill.

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I don't get off your soapbox yet because I'm okay.

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I'm okay so the the issue I have with that is that I don't know what I don't know, so I don't know where I mean I don't know of those 60 hours over that five year course, What would be like I don't have any idea what are the topics are there other than

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than restraint right that they're going to the in service is going to look like. So I don't know. You know, we could say we'd like all of that time but we're not we're not going to have all that time so I don't know.

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An example like when I was doing a lot of instruments in and liquid.

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So then they would say okay coordinate you're the juvenile expert your common teach, two hours, or an hour of in service

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on juvenile crime.

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So then we put together the curriculum and teach that. So it's a need is a need basis right that can be a moving target. It's whatever is up.

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It's because every, every agency has different issues and the writing exactly the other my follow up question before I turn it over to my, my friends here is that that is the 24 hours a year is what's mandated but best practice would say that a lot of

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these departments have additional additional training so that so I don't think that I mean, aside from the fact that knowing that we want to be you know this is how much time we want to use.

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I think we still move forward with the content and the and the, the quality and the content that we're creating because that makes I think that we still provide that we still make that available and it still becomes something that these departments might

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say this is this is great and we don't have to reinvent the wheel and you've given us so much to work with so I don't think it changes so much at all what we're going to be what we're working on to make recommendations for in service.

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I just think it's good that you're bringing that up and that we're aware of it but there's so much that we don't know what we don't know that it's hard for me, it's, it's still goes back to it's hard for me to designate how many hours because I don't

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first of all I don't know how much time we're looking at but I it's just hard for me to to whittle down or beef up or what have you, so the time is still not as important to me personally as it is the quality of what we're trying to create.

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That's what I believe and I don't believe there is an hour, requirement either.

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I don't think the Commission has to say. This is the amount of hours that need to be dedicated to this, that's not part of the bill. But what I wanted to bring it up is because I know Jill.

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I think it came up to meetings ago maybe you were frustrated with the lack of teeth that we have in being able to track this too because there's another caveat which we talked about is that the Commission's work does not end here.

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And so how do you measure if it's successful and so if we don't even have numbers. So I remember that conversation so I just wanted to bring it up of where this, the lack of teeth, the bill you guys are working off mandates that you provide a curriculum

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but previous legislation contract doesn't contradict but it competes with possibility to mandate that curriculum.

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Basic academies is a little different. I don't know whose hand up was up first. Well I know I'm going to interrupt, or jump ahead Eric and Shannon but I can specifically answer that question, at least for our agency.

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And I'm going to share my screen real quick because I asked a specific question.

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Oh, I don't have screen sharing. Can I have it.

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Oh, you know what I made a turn that off for the.

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I can.

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When I may have turned it off for the town hall and then put it back on.

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Even though it's a, it's a that was an options, which is weird. So I asked my calendar already knowing, I was going to share an email, go into the settings while we're changing this while we're talking.

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So I sent an email to my training manager.

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Back when we were talking about this about like what are typical year looks like in terms of training. And so to answer those questions that you know that you don't know what you don't know.

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This is exactly answering that question.

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So she starts out with what Courtney is talking about that 2431 315, and the mandated training.

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We also have mandates on the SF s t which is a standard field sobriety test taser has annual requirements CPR first aid ad has certain requirements.

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But then we go into a whole laundry list of stuff to, we feel that hundred and four hours with, so everything from 12 hours, AC T, they get two hours and my agency already have Ada related stuff.

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We have ended by end device body worn cameras de escalation driving duty intervene, dV and sex assault firearms impaired driving legal updates and legal topics we always had something from the DEA is office every year after the legislative session to

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update us on what the legislature did mental illness natural disaster and rescue agency specific steps like new software, things like that new ways we're going to do things.

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There's tactics taser wellness. And then we have seven hours of miscellaneous built into our annual schedule.

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That's the kind of 104 hours state mandates 24 hours and if you think about logos small agencies to

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you, Mandy any training impulse somebody off the street.

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We're fortunate the way our schedules set up that our trainings built into our schedule. But anyway, that's without showing, I could show you the.

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I just changing the settings but I don't know if it takes during the meeting but I did change it still says it's disabled.

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Sorry. No worries. So, I'm more than happy to share that with you too, if you want to kind of see what our agency does what she said about 75% of our training is based on non negotiable topics and links and the rest can change your year, I know when I've

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asked for training.

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It's months

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already all that's already done.

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So, anyway, that's my.

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Sorry I didn't realize I think Erica and Shannon.

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Oh, thank you for Chris and Jill. I'm also, you know, concerned with the timing, as well. I'm, I just would like to clarify so post cannot mandate curriculum, Can we mandate learning outcomes.

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Well, I don't think so. So basically, 2431 236 315 is the curriculum for these classes is at the discretion of the chief executive of each agency so I think it gets in that gets into the definition of curriculum and your bill allows you to define what

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curriculum means, right, your bill doesn't say you have to provide you guys get to define what that what that looks like. But I do not believe that you can define learning outcomes.

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I think that falls within the curriculum I can clarify, but I don't believe so. Okay, now that that makes sense, I think we, it sounds like we should continue doing what we're doing.

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Jennifer you came a little late, what I did was I uploaded some other drafted learning outcomes, after the post post Town Hall, and the concerns that came up and they're really the same concerns I've been hearing for 30 years from people with disabilities

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and families, so I just wanted to memorialize those maybe if you can look over everyone can look over them to see if there's anything else to add, I still would love for us to, Like include these voices and these really large concerns, you know, from

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what we've been talking about all these for how many months have been meeting so if we can't mandate it we can't mandate at least we can memorialize, what, maybe our thought processes.

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I hope that makes sense. Well, and the topic will have to be covered in that five year time, the topic will have to be covered which is different right that is a big difference.

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So, and I think what you know to Shannon's point, providing into Jill's point

providing such a comprehensive resource to agencies, they're going to use it I guarantee there, they don't want to start, they don't want to recreate the wheel.

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So

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I guess so with that and thank you Chris I was gonna. I was going to share our, our training schedule but he pretty much covered everything.

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But what I wanted to say about the statutory requirement is there are examples of enterprise policing and curriculum on the pulse website that agencies have the ability to utilize post also provides as FST training, a ride training, all of those others.

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So, if we are like Kathy had mentioned a few meetings ago we do have the ability to post this, I'm going to say curriculum. On the post website, and they have the ability to pull from there so those resources will be available to these agencies, and I

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can tell you the majority of agencies do not just minimally meet the 24 hour requirement, plus a 12 hours of perishable skills training a year.

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So, I think, including this and making sure we we have something that covers the fact that they cover it annually, or biannually or however we do that on my Courtney said potentially with that five year requirement.

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We just need to make sure we have something in there maybe not a staunch eight hours a year, but they'll have the ability to really pull from whatever we're trying to create

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ahead Joe and I just kind of moving before ready to move forward. I have comments about I mean I have three things about the town hall and I have a I have four things about the learning outcomes that I don't know if you know, because we can't talk about

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it offline I think we need to talk about it as a group. So are we ready to Chris I know you got your hand up but I just didn't know if we're ready to move forward but I do have some comments about both of those things, that's perfect because I want to

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talk about that comes to because I think Chris uploaded song from your post class

right and then Erica you did so I've been trying to include them in the topics.

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And I do want to talk about that but Chris real quick what do you want to cover and then I want to start with the outcomes if we can. So I was just gonna say there's, like you were saying to there's a big difference between requirements, we can offer

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a lot of suggestions right. We think that this is what needs to be covered. And a lot of agencies are probably going to pick up on that for my abilities right if we say hey you should be doing this kind of training and they're not doing that.

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I mean it's a it's a stinky way to think about it the agency should do it for a lot of reasons other than liability.

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But it's kind of the reality as well but hopefully we'll pick up and cover it because they want to make sure that they've covered what this commission suggests.

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That's all.

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Okay, Joe. What do you want to start with with the outcomes. Okay, outcomes and this is, this was just up. I believe what I was looking with with Erica that you uploaded after the town hall.

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I don't do you have your document up, I do. Okay, so in, and I don't know if everybody has that up and I don't, I don't even think I have it up on a screen I was just looking at a while ago and took notes so a number three, where it says the list disabilities

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but not limited to, you use intellectual developmental disabilities further down several times and I feel like that's really important to put in that paragraph because I think intellectual development intellectual disabilities would be really important

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have in that number three. Step. Point. This is just a number five. This is me just splitting hairs. I would use challenges versus differences or difficulties challenges versus difficulties I'm just thinking.

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And overall, I guess the only three things. Overall I still am looking for I'm still looking for and this came up, also I think in the town hall, a way to put in in the learning outcomes that the student will understand appropriate accommodations in all

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phases of a law enforcement, contact so from the moment of contact. If they are arrested and then I know that office, I don't know where I mean once they're in.

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Once they've been detained, I don't you know that's still another set of accommodations that people need to have so I'm still looking for something in there for learning outcomes with accommodations for.

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And it's a pretty wide open wide that mean that that could be the, the service animal that could be the language that could be several different things that you know that could be not putting a person if they're detained and if they're in jail, you know

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booked that they're not put into a room with, you know, 15 other people. I mean, it could be competitions with noise temperature, any of those things sensory things wide.

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I really still want to keep because that's as a professionally that's what I work, often with is trying to once somebody is incarcerated than we typically come in and say okay we're working on the incarceration purpose.

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In the meantime, let's talk about the accommodations that are being provided to this person who's been incarcerated so.

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So Joe with that okay so the student will understand appropriate accommodations. And then, how do we say that based on or directly related to how do we say that unique needs within we unique unique supports within the disability.

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Okay, somehow unique it can be put in there. Yeah, related to potentially unique

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supports.

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Like, unique needs for sport, best practices, right next to each individual's unique needs. Sorry.

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Appropriate unique needs. But it has to tie into the tie into their unique needs based on their.

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I'm wordsmith I'm trying to reach words out trying to grab words, the sensitivities to their disability or something like that, based on yeah but I mean like a service animals not a sensitivity, that's it that's a that's a.

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Okay, you know, 9000 provided in, you know, print things being provided in Braille or things in that that's Ada but I'm thinking sensory types of things that really come up that are in those invisible things that are sensory related items that come up

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like or anxiety provoking everybody's going to be anxious when they're going to be arrested right but you know what does. How can we, how does this make it more of a more power we really working toward appropriate accommodation.

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Sure, Courtney Do you recall in with these performance outcomes have we ever given examples in a performance outcome before, are you I'm trying to think of all the lesson plans I've done say, ie, you know, sensory.

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I, you know, just the things that Joel mentioned. Can we do that in an outcome. Have you seen that, just, um, before I answer your question, what document Are you working from so everyone, I'm sorry, it was the learning outcomes, I was I was using the

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learning outcomes that that Erica had loaded up over the weekend I think or this morning on another draft for considerations, nine, the learning outcome.

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Nine does have support animals in there but that's something different from what you're talking about absolutely right and we're in, we're in move it is a winner what a darn good service and master and learning outcomes as well make sure we can follow.

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So, to answer your question, Shannon Are you asking if you, if like post provides those or if we can done all I'm gonna say it and in our experience and curriculum development.

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Have you seen that before where we have the ability to do like an I say related to sensory sentences sensitivity is related to.

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Because, if I'm so I'm just thinking okay the student will understand appropriate accommodations related to each individual needs or each unique needs based on the sensitivities to specific disabilities or disabilities, you need to their disabilities,

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maybe.

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Are you asking if you're allowed to give examples and your learning outcome. That's kind of what I'm thinking that way it's a little more specific but we're not 100% specific because i that is so ambiguous if we just say that.

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Right. I don't see why you can't get to define the, what that what it looks like, oh, Chris Do you have something to add and Jennifer's had her hand up to for a while.

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Right Jennifer's but for all. But to answer Shannon's question.

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Um, the one that Jennifer we'll get right to, you know, mines mines more critique of the entire idea.

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Okay, Jennifer Go ahead, pull that up.

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So two things one. I want to add something different. But first, I kind of understand maybe like Chris and Shannon are saying and I talked about this a little bit with Kevin and Julie which is that.

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I think that in order to be fair to law enforcement I think that we have to be really specific and what we're asking for.

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Like I think that we need people with disabilities to be accommodated fairly, but I don't think that it can be like a constantly moving target, if that makes sense.

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And I don't know if we've ever had this opportunity before as a community, and so I don't know if we've ever sat down and tried to define what exactly is that we need.

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But I think that we need to come to some kind of place where it's like these are the expectations and this is how they need to be followed.

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And they come to an agreement so that it's not constantly like up to interpretation.

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And then the other thing I just wanted to ask for is I wondered if we needed an outcome about working with juveniles.

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Hey, Chris.

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So, I'm.

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I'm curious with the expectation of officers and deputies are at this point, with what we're looking at right now.

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So we want to in person specific accommodations for sensory issues, that's what I'm hearing.

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So, an officer who's responding to a crisis is supposed to determine whether somebody is individual specific needs are, because my goal is what I'm hearing.

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And we're supposed to make specific individualized accommodations for that person based on whatever those sensory needs are. Am I missing something, or Erica you go ahead because you wrote it, and then Jill, because I see what you're getting at Chris

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but I also see their side of it. When it comes to in writing. So go ahead, you guys. I think my understanding Joel is that we'd like law enforcement to first identify if someone has just a sensory need and then to have a, maybe a whole toolkit of things

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to try, like let's say you haven't a juvenile who's overstimulated and doing whatever and then maybe if the officer has just some general ideas about how to do pre sensory stimulation like here's some headphones for my toolkit, just to have a general

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sense of what might be helpful to de escalate that person so you get the right information, as we know, people with disabilities are more prone to be victims.

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So we need to calm them down in order to get as much information as possible so is that maybe what we're looking at. Joe's at your thought I two things I don't know that I want to be so specific essaying sensory by putting sensory in there I just that's

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example of what it would be because I don't think it's necessarily just going to be sensory. I would also say that as an often I'm not an officer so I'm just making an appt. I'm just saying what I would think if an officer pulls up to seeing, they don't

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know what they're about to walk into they see somebody who may be pacing and acting agitated. I think it's unrealistic to think that an officer is going to know and determine what they're looking at.

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Now, we have learning outcomes to be able to, that's the whole point of this right is to educate. The fact is, how many, what's the percentage of of responders are we going to actually get to in a certain amount of time that are going to be pseudo experts

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on what they're seeing so I mean I think we're looking at a small percentage of people that are going to really, even though we have the learning outcomes that are going to be like, like I'm in an airport I know what I'm seeing because I have that in

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my radar right I I see something in an airport I see what the bomb is going through. And I go, Okay, I recognize this this and this. That's unnecessarily what police officers going to do when they're trained to go through all of their first responses

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so so Chris to kind of think to where you're going with this. I don't expect that, that people responding are going to necessarily know it's really much more this whole This is why I said the whole continuum of contact so so that by the time you you know

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if you have determined by the topic and Erica I agree with you that more often than not there we're talking about victims in my world I have a lot of defendants that are people who are being arrested that I'm working with so they're being, you know, that's

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what's happening for them. So, you know, I think that I wanted. That's why I wanted to live abroad because if we're talking about learning outcomes and you have all these learning outcomes between Chris and Eric has learning outcomes that they've produced.

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We're still trying to teach this right and that, and that's just another piece that I would like for them to have in that teaching. I don't think it needs to be specific, although that would be included in sensory things, but I do I don't want

to even

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put that in that I don't want to put sensory into that, unless you're using an example like Shannon said because it's so vague and ambiguous. I just don't want to lock people in, but I also want it to be sure that we are putting a not giving an opportunity

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to teach that because that is a piece that, especially once they're arrested. We need to think about what those accommodations because I just that's just where I have found myself that's where I found myself having to help a lot of families.

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That's where I find myself with my son when he's being put into a into something where you're how do we teach, again it has a lot to do with what we're looking at.

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But once you get to the point where you're arresting and putting somebody in a car and putting them in handcuffs and all those kinds of things.

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This is best case scenario that you're recognizing that something's happening, right. So, if you don't, if an officer doesn't recognize it, then they're not going to be able to provide an accommodation but somewhere along the line if they get to the jail

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and they're going to be going processing this, this person then maybe that person understands or maybe somebody who's working within the jail system understands I don't I don't claim to be the expert on who gets handed when they get handed off into whom

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they get handed off to so I guess the overall the goal of these learning objectives are the whole curriculum in general is for law enforcement to have the ability to recognize this type of situation, regardless of what it is.

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And when I said, I sensitivities that was just, yeah sensitivities I was just trying to, to say, I'm not saying it has to be that specific Chris but just as an idea, this is the direction to go when discussing this.

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Right. So what happens when you guys come if a law enforcement officer comes up to onto somebody who.

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Let's just use the service animal, because I could use, I could use a wheelchair as well but what happens when that service animal is their way of being able to use

for vision, what, what typically happens Do you take that animal, the dog in with them

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if you're detaining them. The dog so now you've taken their, their eyeballs now you've taken their site. And so then what, how is that being accommodated for when now we've taken away their sense of sight because we're not taking their dog with them,

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to be able to maneuver how, how is an off, you know, how our officers train that once you take their site away from them that it the dog. How are you working with that person then to manage them through their system when you're, they can't see they have

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no vision. So one thing I think it's important that when you do right now is separate. That first responder from custody.

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To me, they're two very, very different things. Okay, it can be but that's down the road. you know what I mean we can do that later.

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For like what Joseph said how would we handle that situation.

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So if we were out on patrol and so if we were so it's gonna it's gonna be a lot different for every person depending on what's going on. Right. whether you're a Victim Witness suspect subject right ever.

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There's gonna be a lot of different things live different dynamics happens, if at some point you got to the point where you are going to be detained.

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That's where, in most cases, I would think that the handler is going to be separated from the, the plane of detaining, and they would be, honestly and Jill what they do.

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So I think, from the perspective of the law enforcement officer we're still fortunate because in our profession, the majority of individuals that we are working with nice a 99.9% are highly professional, and we would recognize the fact that this service

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animal would be this individual site. So we would take care enough and be empathetic enough to ensure that the individual felt as comfortable as possible.

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And we would do everything that we could ensure that they were taking care of up to the booking process right and then once you transfer that custody.

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I can tell you all of our deputies and our agency whether they're detentions or patrol public safety investigation. We all receive the same training most generally the core training.

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So everyone would have the same ability to recognize and to treat them appropriately and 99.9% of the time they're they would be treated with empathy and appropriately.

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in my agency I can speak for Arapaho we have discussed that, it goes Jill when it goes down to his department policy and every department policy operates on every department operates with different policies.

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Usually stemming from about incident right most policies are something bad happened and so you create a policy, so that if it happens again there's accountability there.

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So I think that's agency dependent on in terms of whether it's specifically trained you, it's impossible. when you're when you're a patrol officer or a detective.

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Any first responder to go through every single one. If that you will encounter when you are working. So I policy wise. There's policies about juveniles there's policies about at risk adults.

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There's policies right there's mandates about domestic violence arrest there's things like that that every agency has specific policies that they train to and if they don't train to it.

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All of their policies are listed somewhere that those officers are held accountable to.

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Even though I mean I'm sure that other officers that Chris and Shannon, the last time you write all of your policies and procedures, right, you probably only read them if you're trying to in terms of the videos you're trying to promote because it's there's

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so many, to understand.

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I completely understand that I just you know were charged with trying to improve interaction.

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And so, if it means that we have a unit piece of this as a learning outcome that a person you know the officers get to learn that when you take somebody away from their wheelchair.

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Now, now they're not in their mobility is gone. So, yes, that makes sense you know with with oh yes black and white that makes sense but deeper than that, what does that mean for a person, and how are we treating that person with the dignity that we need

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to be concerned with as you're trying to improve your interactions with with people with disabilities so it's just an overall accommodation and you and I'm not gonna, I don't think being specific about it but giving several examples in a unit where you're

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you're talking about when you're teaching that your lesson plan that you're teaching about accommodations giving several examples like this, is it is a way to be able to create best practice again, not mandating not creating policy just, I think this

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is important because this is where it goes wrong in many instances when there's emotion set off, and people, and we need to be. We need to just be aware of that that's going to improve those interactions I'm going to I'm going to push on this not to mandate

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anything, but I just think that we keeping all of these, you know best practice Yes, 99.9% yes I absolutely agree. And I also agree that when it goes wrong, it goes wrong, and it goes bad, so this is where I would push that we we continue to better that

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that piece of that, that piece of that, the suggestions that we're making recommendations. So one of the things that I talked about a lot.

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And it goes back to Shannon's point about the 99.9% is that if we teach that basic level understanding, so that people when they when they see the disability they can recognize that they can understand it, they can kind of have that idea in their head

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of what's going through this person's head.

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Be Used example with with dementia.

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If they understand what is happening inside of somebody's head, and why it's okay to do some things that were typically not comfortable we're trying to do like joining their reality, which is not something we're trying to do we're trained to not buy into

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the delusion.

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But if, in that case, it's okay.

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It's considered you name it after that point if you let the officers humanity take over.

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99.9% of time it's going to be okay. We're going to do something reasonable it may not be perfect. I mean, that'd be that the industry standard, but it's going to be reasonable.

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And if we think about all the different things that law enforcement officers need to know that long list of things I read a little bit ago.

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If we expect them to just be reasonable and use their humanity.

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I think we're doing pretty good. In most cases are they gonna be perfect. Now, can we expect perfection. No.

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But we're going to be all right isn't as a organization, or as I don't want to call it an industry that's the wrong word.

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But that's the point I

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hope that makes sense.

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Yeah, Jennifer. So that's really my goal to Chris.

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And I'm just curious what your perspective is on getting that across effectively, like what do you think the officers need to know in order to get to that place with Jessica.

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So I currently do some training for few different agencies and couple different capacities.

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I really found that the best approach going in, I start off everything with luck.

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I know you guys are expected to be experts in everything, especially today there is so much pressure on our officers, especially patrol to be out there, you know, and be experts in mental health and all different types of disabilities and all these different

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things. So I go in, always saying hey look, I'm not here to tell you how to your job, necessarily.

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I want to give you tips and tricks and tools to be able to do your job better.

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And so, kind of like Chris was saying, I train really from that, hey, like a bigger picture. if I can give you an officer tool to be able to stop and say hey, what's really going on here in this situation, and slow themselves down a little bit.

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We've found that that's very very effective.

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And so I think we're all kind of saying the same thing, you know, it's just a matter of how we work with it and get it there right, I'm very much still being the newbie here.

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I am reviewing the in-service folder.

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Because we're sitting there speaking, because it didn't quite make it to me correctly the first time but thank you Courtney for fixing it now.

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Yeah, that's, that's kind of my perspective.

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Okay, Jennifer.

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And so my question is, so is it Do you think that the like the plumbing down tool is most effective, do you think information about like certain information about individual abilities would be effective.

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Like my instincts.

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Generally, as to like let people know, like, about what disability looks like in the US and what it has historically looks like and how people have been treated and how like it kind of feels to experience that.

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But that may not be what works for everybody. And so, I don't know like what do you guys think.

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So from my, my perspective, to answer your question it's.

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I try to give my, my deputies that that feeling that understanding what was it like to have this disability.

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I keep going back to my, my, cognitive dementia one.

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I mean she used a photo album, and she said this is what it's like to you know you have all these photos earliest memories started feelings and all suddenly those memories start going away but those feelings are still there.

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So if somebody's afraid of an officer, they don't know why they're afraid of the officer, because that picture, the memory is gone, but the feeling is still there.

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and, or, you know, vice versa, you know, why do they love officers, because they had a great interaction years ago with somebody in that, that they're not sure why does the memories gone but the feeling is still there.

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The memories gone but the feeling is still there. So once the deputies understand that they can approach that person that way, with that understanding of who this is why this person is behaving this way.

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We try to approach, like later. In February, we're having the call, I got to get

their accurate right the color Commission on the deaf or hard of hearing and deaf blind, they get the longest acronym world.

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And when I was talking with them about training our deputies I insisted that the person who does the training is that uses sign language and use it fluently.

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And we have an interpreter, somebody who's hearing can get there and describe all day what it's like to have an interaction with an officer.

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You know, that's here, but they don't truly know what it's like to be deaf and have that interaction.

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So there's a lot of disabilities, where that person can somebody who's severely autistic obviously can't get in front of it, get up there and explain what it's like to have that interaction so we have to rely on people who work with those communities

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that somebody who's deaf can do it.

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So let's do that.

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So we always stay really high level, right, we're not experts, we got so many things we experts in.

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So how do we start to understand what's going on. And then I don't try not to tell them, other than really super high level, how to interact with that person because it's gonna be different, every single time.

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Every time, that's where that recognition comes in, you know, let's you know let's recognize first, and then I think I really think at this point you guys we understand that we want to be specific without being too specific want to make sure there's an

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We want to make sure there's an outcome for that but not specific examples so I hope that a good kind of summary of what we've been talking about. Oh, I'm sorry, Eric I didn't see your hand up.

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No problem. I'm enjoying listening to Chris because we're doing a loop back to what we've talked about even at the beginning of getting officers and kind of in front

of people with disabilities, and to get, you know, have more exposure, we can have learning

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outcomes, you can teach in a class, but to actually be around people disabilities Verbal non-vocal, you know, various, let's say, challenges might help with that humanity, you know, and not, there's humanity.

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It's just helping to develop this sense, and the identification of a disability, and then the humanity kicks in, i. So, is there a way we, we can't be on to anything I guess, but to really encourage the just trainers.

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Yeah, these trainers to really connect with people and Chris I love what you're saying, I totally agree with you. I don't know how it is to be have autism, but I know how it is to be a caretaker someone, and to worry the rest of my life you know about

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that person.

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So, tap in, I mean, is there a way we can really encourage all trainers just a tap into those community resources, which is why I put that as a learning outcome, 11, and it's a struggle.

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I mean I've said this multiple times, I can't tell you the struggles I go through, trying to find these folks. I'm sure it's, and I'm just one agency trying to do it for, you know, two days to training days.

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Eight, a month. So, getting someone in there, eight time and you know they made the suggestion for other topics that we could record the first one. And I know it's hard, there's not a lot of quality and the following training so I totally agree with that

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what I was gonna say I came up with the idea Erica. Gosh. But what if we had a sheet like a reference on the very front end of everything here a suggestion sheet, something like that.

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So, you know, to enhance this training here or resources if you would like to pull from the community, you know, something like that, to include with the other topics the other lesson plans.

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So it kind of goes back to that train the trainer model, right. So, we can't have

the expert necessarily be at every single thing.

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It's hard.

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So like I remember so I taught basic Academy. On Friday, the special populations course.

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And I can't tell you how many times I referred back to this commission. Hey guys so what I hear the disability community telling us, is this.

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And what I hear this, you know, when I hear this night. It's me able to bring that kind of together because it's, we, we cover a lot of topics in a couple of hours right it's unrealistic to have somebody come to that, that 15 minutes we cover.

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You know one of the disabilities and then we move on to the next one.

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But I can relate those experiences I can relate those conversations we've had, which is really, truly fits that whole train the trainer model. Before able to put together a super awesome training and bring in representatives from all these agencies and

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then send them back to their agencies to do these trainings and that's what the train the trainer model really is and it works for just about everything we train from firearms to AC t to all the verbal stuff all that kind of stuff we, that's the model

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that law enforcement has used for aeons in their training.

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Right now it's good. And I was going to tell you.

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Oh, it's good. Oh and I was gonna tell you. Your what you uploaded your resources for the deaf community are awesome.

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So those are go at the top of the toolkit. I did want to tell you guys just real quick I thought of something. I'm just now I'm in the lesson plans that I am unable to share for some reason.

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I can't even open them it's not this year, aspect in my life.

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I feel bad for them.

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But no, it's not I'm sorry I missed it coordinate.

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No, I'm just I feel bad I hadn't changed the sharing settings beforehand so oh no that's okay it's I'd say I can't even pull up my Word document. Okay.

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The only reason I can pull up the learning outcomes and I saved it under a PDF.

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I don't know what's going on. But with that, under them under in resources I put in toolkit, and then under that under toolkit is all of the things that are in the toolkit, and they could refer back to that but at least you can just click on it.

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I don't want to take any more time with him side okay job do you want to get back to the other items that you were thinking about and the outcomes.

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And those were just my three and my outcomes and then the rest of it were three suggestions, three things that I saw the commonalities in the town hall, and I am just now reviewing the comments so I just want to be sure that we're addressing what I heard

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in the comments, whenever it's appropriate within the agenda for today.

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Yes, if you want. Are you guys good with understanding the objectives or where we're at with that and how we're going to put them out there.

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I put in possible wording for yours Jill. Maybe you can comment on that in the chat.

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If there's any way you want to reward that just to just to have it memorialized as a recommendation.

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And they can you go back to your document. It's already added.

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Okay, I just pulled it up again.

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And that's why I can't do it. And I'll read at it after our conversation with the latest. Okay.

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Okay, so I will go back and so you just to confirm Erica you made a couple changes in number three and number five.

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I'm going to be making those changes me in the chat right right and just, I just put the 12th one in the chat the new one. Okay, great.

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And I can I share this one struck place so that other people from the disability community can look at it to and make suggestions.

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And if you're not OK with that then I don't have to do it but that's fine.

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So Isn't that an opportunity for people in the disability community to come and make public comment.

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Yeah, I think it gets tricky because they're not voting members of the great mission.

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Okay, so I think they have an opportunity to make comment but in terms of editing what is being worked on. I think I would guess that that's a no no I can ask but I think that we probably need to keep it to commission numbers or editing documents.

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Not even editing but just sharing back and forth because, You know it could do though Jennifer is they can send their.

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The list of what they would like to include to you and then you can post them under objective examples if you want.

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And then I can at least look at them from there to Adam.

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Right.

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Alright guys so we're ready to move on to the next topic.

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No, it's not. I didn't mean it that way.

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It's perfect this, we're moving.

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So, um, but no if you want to talk about what you heard from from the town hall.

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I heard right away and I, we have not had any conversation about this and maybe it was the SRO how are we, how are we considering the training of sorrows and maybe that becomes that use and Allah, so we're talking about the SRO and that's you know that's

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always a big topic and legislatively that up a lot. I think there may be a bill in session this session that's about that as well. I heard again and I know we've put this as far as the first responders the firefighters and the MS I know we've.

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I brought that up so I know we brought that up but I did hear that come up in the town hall. And then, over and over and over again, and I don't know that we addressed it in a way that was sufficient because it kept coming up in the comments was that

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what happens with the denial of a ASL interpreter and you know what were in the moment where does a person go and how does how, what's a resource for for our officers, you know what's up with a quick resource for them.

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And I would think that I would think with technology though, I mean I know that this is quick on the fly decisions right this is not like, let me go check my, let me go check my resource list but you know we, I think that that came up time and time again

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on that at that town hall and I think, you know, does it become is that in our tool kit does that become a quick reference or a quick resource that they could go to.

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Is there an emergency ASL interpretation service that people can tie into I mean, ideally, that would be great. I don't don't even know that that exists but I think those are the three things that I saw that came up frequently, and in communities shortly

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after that town hall fact it may have been that same day, the SRO conversation came up again in a, in a another meeting I was in about making sure that with restraint proper restraints and all those things in school.

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So those are just the three I don't have any commentary it just that was I heard those things, those things come up time and time again in the conversation.

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I wanted to tell you I think with this topic that's going to be a challenge because each individual agency chains SRO separately. Typically, our sorrows they will obviously attend our mandated training with us, but then they have a whole two week block

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training in the middle of the summer when school is out that they do their own thing. So that would be another, in my opinion, and I'll take it kind of the suggestions also is to add that to the suggestions list know specialized training and I don't know.

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And that may actually be something that the Department of Education is, you know, gets involved with with how they, you know, I, there's so much legislation, right, that's around all of that.

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But there was something we hadn't ever discussed and that was one of the first questions out of the box.

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Good because we see that often.

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So,

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I decided the link to the Castro the Colorado Association of School Resource Officers I happen to work at for many many years with the director of casual.

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Stacy call us and he's great. They do, they do. There's national standards for SRO training there's state standards for SRO training, just to emphasize what what Shannon is saying and some agencies have pulled Denver pulled other as heroes out last year.

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So I think that's good for us to have that as an as a, an answer to, to those questions that are are we looking at it did we take that into consideration and.

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And if we can say yes we've taken that into consideration and we know we have these these resources to turn to turn to that I think we don't have to worry about adding that into what we're doing, I just want to make sure that we are acknowledging, and

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that that came up in the town hall because that's been my big beef Fred is that we get this, we get public comment and then I'm not sure what that we're doing anything with it.

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I don't think we need to be a district we need to acknowledge what it is and so that's great that we have at least that info so it's good and I have to tell you though when they brought up denial of an ASL interpreter, I was appalled.

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I could not even imagine that.

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So I mean if.

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Have you seen that Chris I have never seen that if it's requested then they may experience it's provided.

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Did you guys read the, the things that I sent from the department justice on when they're required Yes, yeah, cuz I mean the department justice at one point says in their materials that unless you're interrogating them.

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It's not required for an ETA, I'm not saying that's okay.

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I'm just saying that's the level that the Department of Justice considers, which is when most agencies are looking for what do I have to do. When it comes to something Ada related that's the first place that are going to look.

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And then, even I trained our deputies that it's, it's what's reasonable right it's what's reasonable given the situation so if you're on something that says, you know, a traffic stop, and it's not, you're able to achieve effective communication without

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one.

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Is it reasonable that we need to get one. Probably not. it's going to take hours for them to show up.

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It's, we look at the reasonableness.

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And if you're talking to a Victim Witness aspect or subjects, something that's likely to go to court that I'm quite the opposite.

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Am I, you better freakin get one because if it's going to court, we need to make sure that everybody understands and we're having effective communication.

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But just a lot for the contact, doesn't mean we need to get them in and I think that said for all interpreter requests, not just ASL, there's, you know, there's lots of interpret requests for language.

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So there's language line.

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And there are most people that I ever interacted with it were the required ASL.

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They would invite me in, and they would turn on their TV and there was an ASL interpreter on the TV. That was their service because of law enforcement interactions again how you had to be at their home, but they had their daily life requires that for

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anyone who comes to their house so that's how that was so we use a service called voice it's all the, we haven't the jail but all of the deputies out on the street, have access to it under work cell phones.

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And they, there is no restriction. We're not going to tell anybody that they can use it. The officer that he wants to use it by all means, pull out and use it.

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So long as they have cell service or, or Wi Fi.

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They can use it, and it does ASL it does 100 and some odd languages.

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And it can happen right on their phone right where they're at right at the contact.

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but yeah according is absolutely right. We're.

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It's interpretations provided for a lot of things when I think of that ASL interpreter I'm more thinking that in person.

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type thing if we're going to have somebody here at the at the office and we're going to be interrogating them and they use ASL we're not using for and so we're getting somebody here in person to do that just because we don't want to.

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We want to ensure that we don't have any miscommunication. And this is the same thing with that witness, or victim, if it's if we're at that level we're getting it in person, interpreter we're not.

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We're not messing around with it.

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Okay, that makes sense.

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And if I did you have something on with that.

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I was just curious fo officers your process they have access to that so that if somebody needs an interpreter, like at a traffic stop, and you don't have to wait.

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I'll pay for it.

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It's agency specific.

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We have an account with this, the company that does interpretation, different agencies have different policies.

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I mean, part of the problem too is depends on where you're at right if we're. I mean, you guys have all seen Larimer County, or counties goes from, you know, down, I 25 all the way up to places where it's quicker to go to Laramie and back into the county.

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And there are places that won't work.

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And is it reasonable to get an interpreter into those places, depending on what the issue is maybe maybe not.

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It might be better for everybody all around just to write notes we can get through with whatever we need to do.

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Right.

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Yes, I don't know, I don't know enough about this but I've just been told that sometimes that's where problems come up.

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And I think what you're saying makes sense Chris but as long as that individuals able to communicate effectively with through writing then it's probably fine.

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But not everybody is.

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And I think that's where sometimes the problem lies like comes up, because not everybody who uses ASL is able to read and write, or understand English like because it's a different language.

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So, it's like it's better to ask somebody for the deaf community explain it because my understanding of it is basically what I said. But, yeah, it's absolutely to write us a memo about this because it's complicated.

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It's absolutely different for everybody and we have an Indian custody right now who's profoundly deaf and uses ASL. But for most communications that he has with the devotees.

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A lot of times it's just gestures. Other times, we have a device called Ruby do. It's like texting except it has a real keyboard, and it's wireless so he can have in a cell we could have it in our deputy workstation, and we can communicate just fine.

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I've had full lengthy communications, he's, he happens particular his individual case be very proficient at Type II times faster than it.

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And it works for us, and so do we need an ASL interpreter.

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Not really, but the, we make special accommodations for him so he has access to the VR is making phone calls, you know, things like that.

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And if we need an interpreter if we were going to, if he got in trouble, to the point where we are actually having a, you know, internal Administrative Hearings or things like that, I would probably get an ASL interpreter, it was.

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We're not talking about keeping a customer longer so the question here.

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I get that it's working but if he was if he requests in ASL interpreter. Then, was that being provided if you would that be provided to him if there was an issue where he said, Listen, I need an ASL interpreter.

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Would that be happy tonight or would that be provided. Absolutely depends on us to ensure effective communication.

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So if we can show that we're effectively communicating with him.

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Then it depends if it's something where, you know, if he assaulted me I'm not saying you did or he ever would. I'm just saying this is an example.

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If he assaulted a devotee and we're now looking at additional criminal charges.

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And we were going to go talk to him about that, then I would tell my deputies that you need to get at least at a minimum, the VR, or the, the remote interpreter.

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Probably even in person one because we're now we're talking about criminal charges. And we read that whole different level a whole different plane. It's a different things change it's dynamic it's not it's not we're just going to get NASA interpret because

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once requested. Right, so I would circumstances want to flip that because I. You're, you're coming from your, from your perspective and I think that's normal and natural, you're coming from the perspective of.

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Do we need that to cover our asses and make sure we're explaining it. I'm sorry I'm, this is a public meeting and I'm saying that like that, or versus that particular person requesting that in requesting that because that's what they need as an accommodation

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to be able to be in, to be able to communicate. So I just want to flip it and make sure we're looking at both sides so I your perspective is to come from.

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Then you've got certainly statue from Department of Justice the DOJ saying this is

what you have to do and this is what you don't have to do but again, if that's a person if that's a person who needs that it was requesting that 10 to explain versus you

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just making the decision on one you're going to bring it in for your reasons, I say. Also think about what needs to be brought in for that, that individuals reasons as well so I think it's a combination of both.

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And I don't. Sorry, sorry Jennifer I keep jumping on top of you I apologize i don't disagree with you that it's, it goes both ways, and it's on us to ensure effective communication, not on the individual.

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But I think, I think both I think I never, I think everybody needs to be held accountable to the ability that they can be accountable. So I'm legally legally it's all nice, to make sure that we do it.

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I, although I absolutely agree with you.

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But when it comes there again, it depends. It depends on where and what the topic is what we're talking about, you know, if we're just talking about what time breakfast is no we're not gonna get in trouble.

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I can't imagine we would.

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But if we're talking about, you know, discipline or we're talking about criminal charges legally or not. It's the right thing to do at that point.

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But it's it's there's so much there's so much dynamic to it. Right. It depends, what's reasonable given the totality of the circumstances.

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And of course nobody defines reasonably.

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So in the disability space this is very different.

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And the disability space the person with a disability is the person that's always respected and their needs are, what is paramount and their needs are.

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What you only have honored.

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So I understand that.

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That may be tricky in the criminal justice environment, for obvious reasons, right you don't want people manipulating the system.

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But that's the challenge that we have here is that is very difficult to be in a situation where somebody else is determining your needs when they don't have your experience, and someone else's determining the level of acceptability based on a legal standard

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when they have no, no, nothing to be spent on except for their experience of what do you think your needs are.

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And so, I guess what I'm trying to explain is that

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the best people probably to ask that of if you don't trust the person that you're dealing with is an advocacy agency, rather than

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somebody who has no experience with that disability.

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if that makes sense, because I'm a disability space.

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The goal is that

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you're just dealing with people who have been trampled down so long that they're really not treated as human beings. Right.

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I would really argue that the prison system is just another extension of that, but that's a different issue.

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And it's just so we have to work with right now, but

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it's just kind of how people with disabilities are asking to be treated as, as humans, I guess I don't have anything else to say about it.

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I played devil's advocate a little bit here. Um, I absolutely agree with what Jennifer new Joel are saying, which really helped me in my law enforcement training and work in the criminal justice system is to remember that people are in these situations

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for one reason or another, especially in custody and when incarceration.

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And so, for anybody incarceration specifically is not going to be a wonderful cushy padded experience.

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And so, I think, like what Chris is trying to say is, and I know we want to see more than this in the disability community as advocates and I think that's hard for us to hear and incarceration and in custody, the bare minimum is going to be provided.

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And, you know, so if if they can ensure that those basic communication and the basic needs are being met.

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You know I don't know how much more we can truly asked for me, we always work to get towards that North Star but I think we have to start small and and work our way up to that.

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Now obviously there's situations where people with disabilities might come into law enforcement, or have interactions with going first minute you know because of not understanding situations we know that people with disabilities can fall victim, more

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and, you know, be persuaded into yucky situations and all those types of things, but in my experience we've been pretty successful if we can kind of meet each other in the middle, and work from there.

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I understand what you're saying but I think the key there is basic communication right, and who gets to find what that is.

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And as as the person who's never been, like, saying that this is what is basic communication,

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that's a little bit different.

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So that's what I'm trying to express. I'm not trying to express like giving somebody the moon I'm just trying to say that there's a certain level of dignity that human beings need to like

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communicate effectively.

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And if a person who isn't death is determining that that is being governor without understanding the context of that person's culture or B which.

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Boy, do you want to go ahead.

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Yeah.

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So, I'm just thinking about the people that have committed a crime but don't, don't, it doesn't it doesn't recognize with them that they did commit a crime.

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So, we need to consider that as well I mean their, their mind is in another place or, you know, they think they're doing something, fine, but they have a disability.

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So we have to remember that to that.

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So we have to remember that too that some of those people are going to be really scared. And we need to be able to recognize that they're going to need some type of reassurance that they're okay.

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So I think that's important also to to look into our curriculum as well.

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Thank you. And do you guys have input on that because I know it's it's hard but I think that we've really tried hard to make sure that we're covering that in different areas not just in a single area.

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But, but, providing reassurance I want to I'm taking notes. So I'm just wondering if, if, if it's been said and if we've expressed it in anywhere in the learning curriculum, or the outcomes.

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The why, like we're providing this.

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Because of this, because of everything we're just talking about, because everybody deserves to be treated with dignity and sometimes they can't express in the same way that mainstream community members can that people with non disabilities can so I mean

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maybe we need to have an overall. This is why i mean i i don't like this is why we're giving you this information, not just because there was a lead piece of legislation so I needed to.

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I don't, I don't know if maybe there is a place here that I haven't seen that, I'm sorry I can't do this without my hands, I haven't seen that statement right at the top.

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This is why we're giving this to you keep this in mind as you're learning this. Oh, my first draft of the learning outcomes I took it out but I was drafted kind of the reason for my thinking at a particular learning outcome I wonder if we embed that under

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each learning outcome. The reasoning, all these conversations memorialize the reasoning for, let's say we agree on. these are some other learning outcomes.

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Do you think that would be helpful, like just underneath every learning outcome to have a small paragraph on the reasoning for that particular one.

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Let me say you guys, we always ultimately need to know the way I think every individual no matter what it is we need to know the why and I'm glad that you said that because that is something that we haven't covered, but in my opinion based on the importance

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of this I think it should be something that separate that that is oppressive for everything we start here okay this is why we're going to discuss this.

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So we have that available to individual agencies. Now let's move on to hear performance outcomes are learning objectives. We want you to learn this, to have these outcomes that you've created.

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And then from there, they have the ability to go.

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I've done it alphabetically. So it's, you know, we've done, Alzheimer's, including dementia, autism, I just am so bummed out that I can't share them right now and

pull them up to even send to you, but I'll take care of that.

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But it's all in alphabetical order so they have the ability to go through okay here's the curriculum.

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Hopefully, but I think the Why is so important, and the wise statement is to be something positive and empowering and not we're teaching this we're giving you this because the why is because there have been plenty of problems and we're trying to correct

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that it's, it's the going back to what Chris has been saying and what you've been saying Shannon is that you know that 99.9% of people are going to treat people with with humanity and dignity, but the Why is, you know, just it's a gentle reminder to have

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people remember that things aren't what they always seem, and that people's brains are wired differently in different circumstances but I mean I'm not suggest I think somebody else needs to wordsmith this but a positive why not just because they told

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her, because they said so.

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I want to be mom I don't want to be the mom Because I said so because I've said that's why we ever gain something got screwed up and this is why we're doing it.

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Everybody knows that it's just empowering people will do it will make it empowering.

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Let's say Jennifer.

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I'm saying no to you tell me some new things.

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Hey, I think that it's also important if you haven't had an experience of having a disability, to understand that.

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You can also.

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You can also go through life as a person with a disability.

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And people can be as nice and kind and loving to you as possible but you can still be excluded from basically like everything in society, and have it be completely unintentional.

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And it's mostly just because,

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like the way that I think the way that everything is designed is not for people with disabilities, and.

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And so that you're constantly facing barriers to access pretty much everything.

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And your whole life ends up being dealing with those barriers, constantly.

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And it isn't because people are bad, it's just because they don't they're not aware.

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And so, so much of the work is just getting people to believe you and take it seriously.

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I agree.

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Yeah, I agree Jennifer, and I pray that it's getting easier, and you know a lot of us can completely relate to that.

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A lot of us have not experienced so I think that's our overall goal here is to ensure that we're providing tools for recognition and to improve those interactions right.

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That's what we're working on. And thank you for those barriers. Thank you for listening and having because I know it's a lot but I appreciate you all know it's it's great for sure.

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We appreciate you being here, you articulate things very well Jennifer I appreciate when you, when you follow me up because I think you articulate it in a way that helps back me up so when I say things so I appreciate you

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and appreciate you. I'm, I'm wondering with. I'm going back to just thinking about

how you teach perspective taking, and that I, that's what you're talking about Jennifer, it really is perspective taking to, to try to to at least work at taking on perspective

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of people with disabilities various disabilities. How do you teach that at the Academy, how do you teach that in service. I'd like to know.

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This is for you though Shannon.

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Um, so, honestly, as long as you have an individual, an instructor, somebody who is presenting the information who, who is passionate about the topic.

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Honestly it's regardless of the subject matter right. If you have an individual who's passionate about it and they have that ability to make an impression.

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I think that's where the value in the chaining comes from, which is something you know Chris has mentioned, if you have somebody that you just push it on them and they don't have any vested interest whatsoever, then obviously it's not going to be delivered

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and it won't be received. Well, right. So, what I would do is either as a training officer with the disability in my agency, if I, you know, provided the training, it would be a lot different delivery, or if I didn't have that availability and it wasn't

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me and my agency, I would seek out an individual who either experiences a disability who's had to meet those challenges, Jennifer talks about as a training officer in an agency, or maybe the parent of a child with a disability, and this is what I've done

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in the past you guys Chris golly, he has done our autism training for years and he's amazing because he's a parent of an autistic child.

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So, I would seek out the individuals who have that experience and that passion to make sure it's delivered. Now how to ensure that happens in every single agency across the state.

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You guys I don't know how, but we want to put out there, the why. And it's not just when we have to cover but just the liability aspect we want them to know that this is coming from a heartfelt perspective.

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Hey soon.

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And it's just to keep every. I don't even know that's not the right way to say it just to ensure that we are all on the same page, you know, and it's turning to a more positive interaction regardless of a person's abilities or inability.

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And just piggyback on it Shannon said them too and it's that passion, right. So, look at who are our best firearms instructors.

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The guys who have a passion for it, you look at our best wrest control and defensive tactics instructors, the guys that have the passion for it, the best ones of our, you know, verbal.

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I hate the word de escalation because in my mind de escalation has now come, not a lot of technique, but

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they have a passion for it. Right. I mean, the method that my agency chose called verbal judo. I don't like it. It does not do well for me I would be the worst person in the world to teach it.

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So please don't give that to me.

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I report writing. I have a passion for writing so what do i do i get saddled with teaching report writing but I have a passion for it so you know what I teach it well.

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So, do I have to have the disabilities that you know, often come up in the interaction in law enforcement know, or is an outline for a sponsor going to consider my disabilities when they think about their interaction with me.

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No. Do I have some that affect other parts of my life. Absolutely. So do I kind of have that perspective of what it might be like to run into challenges.

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Absolutely I do, and it sucks. it's not fun I get it.

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Does it roll right into what that everyday interaction with the law enforcement I call every day, it shouldn't be every day. But that law enforcement interaction

with with people with disabilities.

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Mine is not going to be considered and it shouldn't be.

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So it's.

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But if I developed that passion for that improving, law enforcement officer interactions with not just people with disabilities with everybody. Absolutely.

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So can I talk to a law enforcement officer about how to improve their interactions with people with disabilities, I think so, why because I have a passion for improving that interaction between two people.

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That's where my passion lies.

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And I think I'm just as qualified to teach that as anybody who has any number of disabilities, because I live in the middle of both worlds every single day.

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I talked to officers and deputies every single day I talked to people with disabilities, every single day. And how do we meet in the middle.

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And do I have to be one or the other, to be able to teach that I think so, but also that passion. The concept of perspective taking is interwoven in every topic discussed and police academy, and in service right so you think about all children's code

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sex assault investigations.

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assault investigations. Anytime you're dealing with victims of any kind of crime.

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It is interwoven in every single topic, so it's not I don't want you to think about this kind of training is, it is isolated to two hours and that's all they're going to get it is constantly talked about and it's also set culturally by the agency in terms

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of expectations in terms of the trainers, those kind of things but it is not just this isolated topic, it's going to be discussed with persons with disabilities as Chris speaking about it.

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Every, every interaction is discussed at length about how to make that a better interaction.

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to make that a better interaction. Because it's a profession and I think that's where it's moving to is, You know, looking at the standards, you know, Colorado, standards for police officers are a GED or equivalent, and 21 years of age

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and different standards right there's only certain agencies require a four year degree.

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There's only certain agencies that require so you have to look at kind of where those standards are and where they're sitting nationally also.

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But these topics you're talking about, or enrollment every single course for lack of better words and Academy and three in service.

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Go ahead, Joe. Thank you quickly.

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So I this is just housekeeping, I have to leave here at 1045, so I just wanted to let you know I had to leave in about 15 minutes.

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And I, but on to what kind of what Chris you and Shannon and and coordinate just said, I really respect and understand and hear you loud and clear.

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And, and again respectfully and gently I would add there's a reason that we're doing this and that, you know you were preaching to the choir with you all, and that there is a reason that we're here.

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And, and I appreciate that those elements and components are part of every single part of what you're doing and your teaching and your training, but clearly something can be improved upon.

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And so I just, I think we I think we're all learning from each other like I don't know what your trainings have consisted of so I'm learning that and then also taking it from the other side taking and learning what Jennifer's saying and that what we as

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advocates and we as parents are also saying that, something, something cracked somewhere along the line so it's not trying to reinvent anything as much as it's contributing to what already exists in a positive way that can make it better and stronger

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because we're here for a reason. So I appreciate learning and I think you all appreciate learning to. And I think that we are all kind of preaching to the choir and working, working together to make it better.

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I agree. I think we're on the same page for sure we all have that same desire and passion. So, but I just want to ensure that everyone knows that. Again, the majority of law enforcement, they're highly professional very well trained, and there's a reason

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that people become cops and firemen and, you know, want to help and we have that empathy and sympathy for individuals so it's don't flip side of that is I got drafted into being a parent have somebody with a disability, and I got in, you know, and my

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drafted into being a person with a disability that wasn't by choice. And so, it's a different learning curve for sure, definitely. I like that, that way you just put that that's a interesting perspective.

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I'm writing this down right now just so you know, so many things that I said that are just perfect.

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Alright guys, what else do you have what else are we thinking, I know Joe has to go I don't need to miss to mode right now is actually the time on the agenda that I think that we discussed I can't open it, but I think that we discussed kind of our timeline,

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what are what are you guys thinking if you want to continue to work on outcomes and Jennifer if you have any more resources that you want to upload that'll be helpful.

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Um, where are we at without you guys, I know I have to get you something you haven't even seen it and I apologize but. And so Shannon because I didn't have anything else going on in my life you know I was, I was hoping to, I was really looking forward

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to being able to be prepared for this meeting and saying, This is great. This is where because I would, and I know that it listen Mercury's retrograde and

everything is a mess so I'm going to blame it on that so I think we just needed an, I need a reminder

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when is our from a subcommittee standpoint, when are we, wanting to have something relatively polished and ready to put, you know, to be able to submit to the greater group when what date, I mean we're looking at today's the 24th so we're looking at next

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week, is that when we need to have something dialed in and tightened up. I'm using, I hate using those fluffy flowery terminology, but it's okay I think somewhere around the night, and then that gives us two weeks for review and polishing and all of that,

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because we have to be finished by Monday the 28th.

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So that would run everything for the insert as aspect through the committee for at least the second, the nine.

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And I give us a 16th to discuss and then the 23rd to finish up, and then everything from there would be ready to go to our board meeting. On March, 11.

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So when we think about what we need to have done if we have come to the conclusion that we can't.

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You can't tell anybody. We can't require a certain training.

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But we can put out there this is what we think the outcomes the objectives are of that training we work on that document like Erica uploaded.

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It takes us longer than that to put together the curriculum and, and continue to gather more resources and things like that. That's okay.

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If we have. I think the goal is to have the post board review it and go ahead and approve it by that March 11 meeting.

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They have to be together all of the curriculum and resources need to be together and ready to present to the board by. It needs to be finished by the 28.

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They need your recommendation considering you define the curriculum means.

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So, yes, they need to be the recommendation is due to the board by the 28 so that we have staff can then finalize what that recommendation looks like in terms of.

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If you guys were recommending a toolkit is that going to be visually is the entire sport going to be able to see that before they make a vote. Do you know what I mean like how is that presented versus the basic Academy curriculum, are they are we just

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going to, or if they decide maybe they just propose that they send their completed markup without curriculum and they're just leaving it up to the Academy's to determine curriculum, they would have to get approved by the subject matter experts right to

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the curriculum committee. But that is due to the vote of the board, that is due to post by the 28 so that we can prepare it for the for by the 11th because all those agendas go out.

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Well, I think that it'll be so quick. So typically with the post board you guys.

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The post board members receive a packet, it's approximately 230 pages sometimes more.

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Two weeks prior to the meeting, and as members we have to review the content every aspect of it, to be prepared that when the topic comes up throughout the meeting we have the ability to go through a discuss it and approve it or disapprove it.

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So, with this this is going to be an additional, I guarantee at least 150 pages worth of documentation that the board will need to review prior. Now if there's something that's egregious.

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They may not review it right. So there's going to approve it so there's gonna. I mean Courtney I understand that the legislation says that the post board show approve it.

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Right.

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Does it say shell, or will.

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Um, it has to be recommended I don't foresee a situation where the post board will not approve the recommendation. I agree but that's I'm saying if there's something in there that the members see that it's just, it's not meeting standards or something.

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Yeah, there's really nothing in the legislation that states that those are records for the board members and know the recommendation. Yeah, the recommendation.

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And then it will be implemented so if you look at the timeframe the 28th when the recommendation is do is less than two weeks before the board meeting.

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Because February is such a short month.

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So it is. We literally need to take a staff meeting me I need to take your recommendation and turn that into something that's viewable by the post board so they can say yay or nay.

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Again, there's not a foreseeable reason why they would say no because they don't vote on those.

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The content I guess its content of what your record recommendations going to see your recommendation. The general recommendation being, for example, that in service will be based on a toolkit, kind of model, where agencies would be able to pull resources

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and the basic Academy curriculum has been revamped to include all these different topics right so they just got they would basic know, make get the basic Academy curriculum with markups, they may get your idea of toolkit with, not with the content or

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resources, but with what what topics, you're going to include in your toolkit and I'm just throwing out examples of something that may be presented to the Board so that one we have enough time to.

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And they, because it's going to be well with, it's going to be a really tight time crunch for them to then turn around and review those documents.

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So yes. Okay. So for us, you guys, I think, as a subcommittee, where's my calendar.

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Today is the 24.

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I'm looking at February, and the 24th is not a Monday. Alright so here we have this is our meeting for this week. Should we meet every second I'm hoping to have everything uploaded for you not everything but the majority things February 2.

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We could meet. And then, again, the night that would be our final day that I'm hoping we have the ability to turn everything over to the full committee is that reasonable, and I decided to you already decided to meet as a full commission next week so

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the second is perfect. I forgot that I'm saying.

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Alright, perfect. And then you're already so you're already obligated.

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There's no really want to change it at this point. To me on the second is a full commission and then you have 1234 weeks after that.

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To do okay that's

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good. And I think during that time we'll we'll continue to work on this right.

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And we're all going to have ideas and suggestions and just keep uploading and Chris if you get more resources or Loria Jessica I would love to see on the trainings that you provide your performance objectives your learning outcomes, all of those things

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I think they'd be helpful to include them.

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And Jennifer I'm sorry I didn't see your hand up.

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Oh, that's okay so if I understand, were using Erica's outcomes. Right.

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And then those are going to be put into the lesson plan and we're getting resources for those. Is that right, so we are using. Eric is outcomes in there are other outcomes included in each topic, specific to that topic.

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But, Erica is the ones that she has suggested.

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I think that they should be included in the overall.

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These for this program, you know, or the overall performance outcomes, because each one needs a learning objective, also.

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Does that make sense. Yeah, so what do you need me to get resources for do you need it for the things that I suggested or do you need it for other other topics.

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It's whatever other resources, you haven't had an opportunity to include. I mean if there's anything that has come up. If you have more insight after our town hall from last week from individuals who contacted you.

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So the way coral did her write up on her public comment was perfect. I wish that everyone had an opportunity to do that because it's amazing it's in writing, I can refer back to it it makes it so much easier.

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I have three pages of notes I took from town hall, but my mind is my mind definitely works faster than my hand. So, a lot of it I'm like, I wish I would have been more comprehensive about that but if there are things that have come to you or people are

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coming to you and requesting certain things, I think those would be really good to include in that.

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Okay, so you're taking other agencies can contribute resources and then I can upload them

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misunderstand. Okay.

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Yes.

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If you have them if you don't then it's no problem, we have.

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We have a whole lot of input and it's been wonderful. So, I still have to go

through the other additional resources to see if there are links to add to the main tool kit document to have them in all in one place.

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So I'll do that this week, there's a lot that's been added I've not been able to upload yet, but at least I can do that and just add it, copy and paste to that document.

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Also consider I don't proceed being a problem, but as a subcommittee you're recommending to the larger commission.

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So all of all of those were all of your recommendations will be adopted by the commission as a whole, when you guys, whatever, however, whatever time it is free if you do that, 28th or if you do that beforehand.

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So just consider maybe some time in in your schedule if there is feedback from the rest of the group.

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I think it's so important to have as much of the completed as possible and you guys I'm looking at this I am actually out of town on a business trip Wednesday the night.

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But, I mean, you don't meal, obviously be able to receive it normally but I won't be there for that, but the 16th and the 23rd it's just, that's kind of the hot seat the definitive date when we really really have to have this done.

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And I'm anticipating. If the board has a question, they'll probably ask me about it right coordinate the board upon review or during our meeting has questions that's on the liaison for the board, the most likely be asking me, and I do have the ability

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to answer those questions.

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That is a good question, they're either going to be asking you or me since I'm staffing and it's.

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I'm hoping they ask you, but I yeah I guess that's kind of unforeseen we'll see when the agenda comes out how we go puts that into the agenda in terms of is, if it's just a presentation but that you do, typically, I'm sure that he will have questions

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about what's being recommended.

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Right, so if you guys want to help me anticipate that.

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I think that most generally we're good.

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It's just been good. Oh, Erica that would be wonderful if you can drop the wife or reveal. Oh,

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yeah, like the mission statement of what you guys are, what the aim is I think would be important and part of that presentation. And again I can help with however you guys want to structure that presentation to the board, I just, we can even start, I

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start putting together ideas beforehand so that when your recommendation is finalized, we're ahead of the curve a little bit in terms of time frame has because like Shannon said, the one the post board meets it is it, we have, it's a two full two full

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days of meeting. So there's a work session scheduled on the 10th.

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And then, the, the subject matter of the skills, the curriculum and firearms are all our SME committees, meet the morning of the board meeting and then the board meeting happens so it's a lot of work that goes into planning those and a lot of, you know,

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considering you know the FBI sac is part of the board right so just consider that's who's voting on this stuff, or who is approving it.

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We want it to be comprehensive and.

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So, however you think Shannon if you want me to start putting together a draft.

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I would just anticipate that the rest of the commission is going to have feedback.

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Absolutely, to build that and maybe that's next week's part of Chris for the chair legal commission if you want to consider that agenda in terms of building in some

feedback time so that then you guys have time to incorporate that feedback before leaving

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again considering there's maybe, maybe the ninth, you know, that would be a good time to start putting it together. The other thing I'm thinking of is.

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And I don't want to put this entire responsibility on you but we need some commonality in the presentation, you know the the same font size the same font type all of these things that everything I think needs to be the same.

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And that is all me that's my that's totally my job. So, if different commission members want to take on on content just kind of stuff of what you want to present to the board, and then I will make it an Vika an either or admin at post will make it comprehensive,

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so it's okay, you know, calls on mine I guess with everything else that the board will see.

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Perfect. Okay. And yes ma'am, Jill and I just review this in my brain that outside of my brain.

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So, what I hear what this is what I vision that we're going to be presenting, which would be I mean for the recommendations would be.

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Eric has outcomes Shannon's sample curriculum.

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The learning objectives need to be included into the RC, this is all recommended not this is not mandated just recommended. The learning objectives need to be added in there that mission statement with the wise, the mission statement, including the y.

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And then the toolkit resource toolkit. I mean is that, that these are all our recommendations for use for in service is.

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The other thing is a suggestion sheet I think that would be very helpful also suggestion on who can instruct when you should instruct how to all of those things if we want to take that on as well as another resource, a suggestion for the resource.

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Yes. Am I missing anything that we're pulling together.

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Because I mean it seems really really big and overwhelming but I just need to put it into just compartmentalize is I think that's it and I don't think you're missing anything you guys good, I think that was it.

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Those are the main things and honestly Courtney I think for insert a subcommittee. That's how we should break it down, it would be like our here's our mission statement here is our way.

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But it answers that Yu. Yeah, I didn't mean to insert.

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I think it's good you guys like that or do you want to keep it the way.

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I think it's good you guys like that or do you want to keep it. The yo quiet mission statement is the same thing really, I think so.

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Okay.

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Alright so then from there the outcomes. And again, if you guys have any more feedback and Erica you working on updating and in taking. That's amazing.

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Learning Objectives you'll see those in those lesson plans.

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The toolkit, who that's gonna be a big one Courtney That one's tough because we just have so many resources but hopefully in each of what I'm trying to do is in each of the lesson plans, the direct tools for that topic will be listed, and then we'll have

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the toolkit here. And what we may do stuff that the board is not going to vote on right board is not going to say we, we like that resource but not that they're not going to get into the minutia, they want they want the overall recommendation, where,

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and I see your source question, Jennifer and I think that makes sense. I have talked about sources. Yeah, that I think vetted sources.

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And we have a baby.

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We do have that for the basic Academy, where those books sources have been pulled, we will for this as well. Every video everything is going to have a source, it has to, so don't feel like I guess my point.

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You guys continue can continue to load resources into the file share and don't feel like that has to be comprehend like complete. I guess by the time the board needs an overall 25,000, foot view of what's being recommended considering they know our limitations.

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They want to know what the top leg. So, so the bill says you need to recommend curriculum for this topic, and they know that post can mandate that that topic be taught so they just want to know what your recommendation is for curriculum and if you give

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them this comprehensive exactly what you're saying.

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Your mission statement your learning outcomes your objectives and then you've provided this resource tool kit to help the agencies, meet those learning outcomes and objectives that's what the board needs to hear.

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I don't think they are going to have.

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Look at that. I totally agree with you. I was waiting for, for our from our point of view, but prior to, or even. Yeah, I just tried to figure out how to organize that toolkit guys, because you know who will be looking at it as your other commission numbers,

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they're the ones who are going to have feedback in terms of what if that's comprehensive enough for right I think that's where you're going to get the most feedback about what is included in your resource toolkit.

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Right. perfect.

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All right, what else you guys have

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um so Jennifer said Are we using anything from the surveys to create the learning objectives, about that Chris, I haven't looked at them yet.

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Go ahead, but I want to know about the surveys to I forgot.

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I'm

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trying to pull it back up.

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Have you did they get sent out the link to it.

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Um, I don't know. You mentioned it last week but I haven't seen it, I would love to read them. The only link I have is the link to take the survey.

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I don't have a link to look at the data from the survey. Oh, I thought I sent that to you. We talked about it briefly but I couldn't be might be good and then Dana.

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Thank you, Jill will see you soon.

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Jill has to go

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take the lead. So,

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there's not a ton. There's some there's some good information in that there's not a ton of things though a lot of meaning there's several that are law enforcement agencies.

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The vast majority of the folks that are applied don't provide any kind of training to law enforcement.

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Oh, I'll share with you guys you guys can.

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I like

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it, how many, am I, what am I good to just put it in the chat or I need to send it to you, you can put in the chat also send it out to everybody that was totally like laughs.

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Thank you How many did you receive Chris.

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I'm 33.

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I sent out 28. So that's kind of discouraging.

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There are people that I sent it out to that. I'm like, Hey, you know, can you do this, and did so well if it makes you guys feel any better part of the survey, if I remember from all your discussions, was to get the feedback that you got from the town

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hall.

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So I, I wouldn't say it's discouraging I think maybe people saw that they were going to be able to come and give you that feedback at the town hall. I think for me, I sent it out to law enforcement agency so I was really interested in their perspective

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and kind of what they're doing and then what would improve it. But, but it's it's still great any information that we can receive is awesome so it's very helpful.

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It is.

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And let's see Jessica Did you see that would be amazing if you have the ability to work on that suggestion sheet. Okay, cool.

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Then, but else guys my computer froze so I know everyone's frozen in time.

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Now you're moving. Okay, Can you hear me.

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All right, what else do we have guys.

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I'm very excited. I feel like we're trucking along.

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All right, well if no one else has to go.