

WEBVTT

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Good morning. How are you, hi.

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Okay, I persisted in thinking this meeting was at one o'clock, until I got an email reminder, this morning.

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Oh shoot it up and get going. I had written down that you guys decided to keep it at nine. Yes.

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Okay. And then next week the full commission, which was floated I floated that full commission can be nice I know Chief, Gordon has a hard time making the afternoons, but everyone decided to keep it at one point I was.

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I wrote down, nine, no you're exactly right. Okay, I I'd rather do it at nine, really. Yeah, it's

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a little bit easier but yeah I did everything else, but the commission stuff yesterday.

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Well, Chris Cooley has he had a meeting with it about his son.

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At school, so he's not able to make it. You might be able to make it if depending on what time that meeting and I haven't heard back from anyone.

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Right. It looks like Jennifer's having a hard time getting in some of the panelists.

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Do we have any members of the public, Not so far. And it may just be you me and Jennifer.

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All right.

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See, there's no one else on yet it's only 91, but there's a.

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Morning. Morning.

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Trouble with your connection again.

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Yeah, I don't know why it does that, when I try to get into quite nice link it just spins and spins.

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It shows you in.

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Yeah, mostly you're in within you know ever pop up so I'm gonna move you to the.

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Thank you.

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Yeah, mine persist and saying that my internet connection is unstable.

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So I don't know if it affects affects what, whether you can hear or see me or not but it will.

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I've been really lucky that none of that has happened when I'm hosting all these meetings, because it's happened when I'm participating in meetings and I just cut out and my internet flakes out.

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So I were lucky because all that space on my home internet.

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Yeah, that's interesting. Maybe it really needs to work a little harder since you're the host.

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Just don't want it to. I was worried at the town hall, so I was like, oh god, you know, if my internet comes out everybody you know the meeting ends because I'm the host.

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So, it's all based on my connection so I think anyway.

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I know, right.

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So, capture make somebody else, a co host.

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Yeah, we did that Kathy was the co host for the town hall.

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So, would she would would her presence have continued to.

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I have no idea. I think, I think that's the in theory, but I've also read that you have to have certain licenses. So I have a webinar license which is more expensive than a meeting license.

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And so I've read that you that the co host, if you're going to if like if I was going to leave the meeting the co host would have to have that as well, but I don't know all the ins and outs of it I know how to work with zoom but I'm not sure that.

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Well I've been doing it now for two years and my son and I. He teaches in New Jersey at Rutgers, and he, we have this escape puzzle book that we got for Christmas that we do together every Monday.

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And I've learned more. And I think it's because it's my son, it's a game, it's fun. And I've played with it more I've learned more since we started doing that about zoom then I did the whole two years, more, because I was always afraid to mess with it.

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During a meeting. Yeah, it's actually a pretty user friendly and you can go in and change things and add things during the meeting.

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Yeah, so I don't know, I don't know if anyone else's.

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Do you want to email everybody and see if

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they can jump on. Yeah.

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So we're looking for. I know Chris really can't come we're looking for Dan bright.

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Josh, and parents said it.

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Chief, yes, there's only five of you. There's five of us.

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The Fab Five some stuff done.

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Otherwise can be very short, we might be.

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I was hoping that people had done some work in adding sources in from the toolkit.

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I uploaded something, I don't know.

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Okay, send it to Courtney on Monday, hoping people would get it faster but I think she just got it this morning so I just uploaded it last night.

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And it's a lot of stuff.

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So we need to digest.

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That's good. Yeah, that survey document was a little hard to work with, because it wouldn't.

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Didn't scroll, or Oh I know I had to click and each cell to read the contents of the cell.

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So, did is it basic.

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No, that's not last night.

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Um, survey results service dog DOJ guide.

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It was a gentleman. That was the service dog theme.

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The survey results. The survey results, and then it's just a basic Academy sources.

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Yeah.

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Might need to refresh, I see basic caddies Academy subcommittee but that's old.

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So, um, you just made a list of things or did you divide it by topic.

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Well, worried about, because I was paid, I don't know if I did was understandable because I was like putting things into different folders, and then I was trying to.

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I was trying to look at the resources for each class.

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I was trying to.

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So there's all these different humans and I'm worried it's not understandable that anybody with me.

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We will just need you to help us.

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Yeah, so I'm still working on it.

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So, I had already had sources for I tried to put with the classes that it would go to, and then the other ones I kind of went class by class and try to start uploading sources for them but I didn't get as far as I hoped.

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So, I feel like I'm making it may be harder than it needs to be quiet. And I'm getting kind of anxious about it. Everybody has done that, that works on the curriculum committee, we all have done that at some point.

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So, what we need, like, at the last meeting we talked about.

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There's some way I mean the toolkit, the master toolkit, it for from in service is useful. I think would be beneficial to academies.

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We've just never done it before.

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Like that. It's so it's a new would be a new tool, literally, for Academy's.

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Normally what we need is the title of the book, or the brochure or the page web page.

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And, however you get it either a link to internet, or the publishers information, or whatever it may really those are the only two things. That's my week.

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So what we've put traditionally the curriculum has had all the information under the class.

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Under the curriculum for that class that topic that they need to find the source. So that was kind of what I had in mind.

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But I think as we talked.

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I also thought some of that might only be available on a CD that we send to the Academy, which is not bad. I think we need to avoid it if we can, but they, the state sends out CDs, all the time, with information on it for training.

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So it's not unheard of, that we do that.

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Okay.

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And I will absolutely help you with that I didn't want you.

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You're the one who knows what it is that you want to bring in, but I can help you with

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organizing it.

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Okay.

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And then, I was wondering if we needed to tweak anything based on the survey. That's why I put everything like in one place.

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I couldn't see anything. I got more out of the town hall. For sure, than I expected. I mean just the thing about being a trainer is that you can be presented with facts.

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And it means it's just, intellectual, it's just knowledge.

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But in order to teach you have to be able to add the emotion of it. the meaning of it, the implications of it.

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And that's what the town hall did, I thought, you know that I've always felt that that was the weakness of our curriculum is we don't do a good job of saying, This is why this is important.

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And I don't know exactly i mean that's a bigger job. I think that's coming in the revamp of the Academy.

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But

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we somehow need to look at the wording of what the curriculum does to incorporate some of that.

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And some of that

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perspective, I guess, not just information but the perspective, and I think we've done it. I think we've done a good job of it.

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I think will make a mistake, if we try to put disability references in places where that's not the purpose of that training.

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It serves a different purpose.

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Because you have to know the law, and then you have to know how the law or enforcing the law affects people, and those are two different classes sometimes, and you probably rightly so, because you want to give the academy a basis of their, what, what

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their legal authority is.

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And then you want to teach them how to wield that authority.

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Okay, so that's, that's kind of my thought and that's all. Just my thinking process about it.

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Because I've changed, you know, we've changed a lot of stuff in the last four or five years.

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Because of that, and I think more will get changed.

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Yeah.

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So once we add, and by the way we don't have much time. I know we have like three or two weeks.

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We have the committee meets again on the 10th.

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That could either vote by mail or meet again next week.

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Courtney might have to remind me of this.

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But we have to have the revised curriculum to the board to post for the board packet.

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By.

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So we talked about this quite a bit at the meeting on Monday within service. So you're for this bill, your due date for lack of better words is February 28, that is less than two weeks before the board meeting and so as Shannon.

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Shannon reminded everybody or I guess informed everybody on the, on the instrument subcommittee the board packet is several hundred pages of information usually that goes to the board that needs to go out at least two weeks ahead of time, so they can

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review it.

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So, We're in a very significant time crunch, if we have posted some recommendation.

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Mini me on the 28th and I need to compile it so that it's it looks right, that it looks cohesive enough to be in the board packet.

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We're already behind the ball of 28th, and it just is the nature, the nature of the game and certainly we can do about the dates.

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But we can be ready. If the 18th is acceptable. I know Catherine didn't want us to say this, or it seemed like she didn't want us to say this, but I don't see any reason why the Commission and the curriculum committee can coordinate to get this ready

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for you by the 18th.

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I don't know if in service will be ready by then, what, What does well, but that's not curriculum.

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There's their stuff isn't going into the curriculum.

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Well, they are preparing the curriculum recommendation.

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Will they better get on.

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So, as I think it goes into the definition of curriculum, they are preparing preparing lesson plans and things and they understand that there that post cannot

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mandate, or require that those lesson plans be used, but they are trying to provide them as a resource tool, so that when the recommendation so 350 is you know very well 2431 315 was born out of 2016 legislation which mandates in service topics be trained

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in a five year rotating cycle.

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And that a certain number of hours of in service are taught every year.

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So, 20 320-430-1317 is what this bill falls under.

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And it's clear that the post will implement the curriculum recommended by the basic Academy for basic Academy curriculum and that will be implemented the record.

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I'm sorry. My wording sometimes gets off.

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It says that the curriculum recommended by your commission will be implemented. It's different in the second subsection for in service and it just says that a curriculum will be implemented, not the recommendation from the commission.

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So the insurance company knows this, they're aware that host cannot mandate, and we cannot require a certain curriculum be taught in in service, just that the topic will be covered.

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And the in Service Committee feel very strongly that they would like to provide a examples of what that could be.

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So Shannon is working tirelessly I wrote you an email her.

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She had a ton of stuff on word her computer crash two days ago and she lost everything.

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Oh my god. She had worked hours and hours and hours put together putting together lesson plans for there's five kind of the main topics to include.

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Not every disability that's not the goal, but to conclude big pockets, so that when agencies go to teach in service they can go to the post website just like we provide resources for SF s tease you know we don't require that you use a certain SF s t but

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you know what I mean we provide resources if you want to look at that.

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And she lost everything two days ago, so she's now feels very under the gun, even though there's not a requirement that they provide lesson plans they want to provide something comprehensive in nature.

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So.

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Hey Dan. Hi Dan.

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Hey, so yes the in service of committee is

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basically what their final product is going to be they talked about this the other day. Is there going to be providing a mission statement, learning outcomes, learning objectives and resources, and what their resources are will include a number of lesson

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plans and resources that they've been collecting through the through this time period.

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And so my only ask was that I get it in time to be able to make whatever recommendation basic Academy curriculum has and whatever recommendation in service has look cohesive so the board can understand what they're reading so it's not all over the place

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and, and make sense in terms of

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their, you know, they don't, they'll vote on adopting it, but the recommendation.

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They don't really have an opportunity to say no we don't want this, the board. You know will implement it.

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But again, as everybody knows we don't have any teeth and in service. Except, except the bill provides the topic has to be taught but we can't say how many hours out of that 24 hour rotating cycle

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there be a recommendation, but the discretion for in services, up to the Chief Executive Officer of each agency. Sure.

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So, I'll get off my soapbox now.

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Okay, I'll call him up there.

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So just to clarify, the curriculum committee can only provide a curriculum.

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The basic curriculum. That's the curriculum committees job, or mission. The definition of curriculum was up for you guys to define, so that's where it gets the gray areas.

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Are you asking if that's the only thing you can provide meaning if that's their boundary that's the restriction of what you can recommend.

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I'm not really sure what I'm asking, I guess I'm, I'm just trying to get it straight on my mind that I'm.

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So the curriculum committee was already going to make some revisions to legal liability because of to 17 and all of the statutes that flowed from that.

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And some other things. So they're already were and risk assessment was one of the things we were going to revise anyway. Aside from what the commission is doing.

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So, that is on our agenda for the meeting on the 10th for the curriculum committee, and we will make adjustments to the existing curriculum, as it's formed formulated or structured now, which has to my knowledge never included lesson plans.

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And I'm not.

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Except for the skills areas like firearms and driving definitely have lesson plans.

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Sure. And so, that's fine.

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I just got enough is no requirement that you provide lesson plans.

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So, if I'm understanding you right that we can continue to do our adjustments to the curriculum as it is to the learning goals. The outcomes in the source material and give that to you.

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Okay.

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I think what the writing of the, of the bill was envisioning was let's say that in your review of in state and out of state curriculums that are already being done that are already built full curriculums are already built that had you adopted one of those.

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You could just say this is the curriculum, we would like to use going forward.

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That hasn't happened. From my understanding that there was a curriculum that anybody agreed on was meeting the needs of the community.

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That was being taught. And so you guys decided to go through the basic Academy curriculum and add topics, learning objectives, things like that that will need to be enhanced.

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But you didn't find a curriculum that was already created. Like a full comprehensive curriculum that you wanted to implement.

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That's my understanding of how this process, the task, and then how it's played out.

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I Chris, welcome.

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Okay so, in that regard. I think my thought was that's what the in Service Group was doing.

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They were vetting those out of state curriculums, we didn't, we never looked at out of state curriculums or the other,

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like curriculum submitted from in state entities.

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They have looked at them.

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They've been provided with those examples. Have you looked at a few as well.

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Yeah, they're using I think primarily what was what has been talked about was, you don't feel like any of them are comprehensive because most of the examples we have are about a particular topic, a particular disability a particular like an issue of the

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community versus a comprehensive overall, the only big comprehensive overall disability trainings that have been offered are proprietary and cost a lot of money.

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And so that hasn't been, which we've talked about and from post, there hasn't been

allocation of money from the legislator to pay for that we can't mandate that academies pay for that or that agencies pay for that.

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There was one.

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One person, Ali Thompson, who spoke at the town hall. She had a proprietary product from Colorado, that she, her, I think her end goal, because she's trained she's transitioned from law enforcement at the ag office actually to do this full time, but she

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created this product and was going to gift it for lack of better words to the state of Colorado, with the hopes of making it a business outside of there, and I may not be speaking for Ali when I'm saying that but and our conversations that's what occurred

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that her full curriculum wasn't provided because its proprietary and she didn't feel comfortable providing that because its proprietary, but all of that was shared in the Colorado curriculum examples that we shared the very beginning, keeping in mind

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the file share program that we use automatically erases everything after 30 days. So, if you want to write down so if you go now and you try to look at those things that are all gone.

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Well I uploaded them again, a couple weeks ago so they're all there again. But I've been, I've been able to change it to it, to keep things for three months so that as final products are being put into the final share file share they're not being deleted.

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But that's kind of the only big comprehensive curriculum that we've been and when I say big comprehensive curriculum like lesson plans for everything you can imagine instructors.

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Train the Trainer all that kind of stuff.

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But unless our legislative body wants to allocate funding for that we can't ask you to choose to put that bill.

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How

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I had a fat ass today, because there's a lot of stuff going on where I sent out an email.

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Based on our own service meeting on Monday, asking for resources and asking as people in the disability community had felt like we had the capacity to help with statewide Academy trainings on a consistent basis, because we had a discussion.

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Service Committee members basically all came to the conclusion that they felt that people with disabilities should all actively participate in the trainings, as much as possible.

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And it was my instinct to offer like Yeah, absolutely. But I don't want to do that if we don't have the capacity to do that.

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So, the few comments I received, just from our listserv which doesn't mean it went to everybody that was had the town hall or everybody who who filled out the survey is was.

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If we do that, then. Basically, it's something that we really want to do but if it happens with that frequency that people need to be paid for their time.

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And, which I understand.

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So,

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I also took it upon myself to, to just reach out to everybody that sent out a survey last night.

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I got all the emails together I sent out an email just asking them if they'd be willing to share their resources, and to the people I've already reached out to before, so I don't know what's going to happen out of that but it just feels uncomfortable.

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Not because I don't think that they don't want to share it it's just because I think there's there's concern that will this be misunderstood. And also,

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I think they do tend to get paid to get that information.

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And the other piece of it is that our civil rights attorney who spoke at the town hall is writing a memo about all the different laws that as I was asked to get for you guys.

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And his concern is that, unless we do get that kind of that level of information and it's incredibly specific the training won't be effective.

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And so I'm feeling a lot of pressure.

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Because I don't know how to get this done.

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In this amount of time, and make everybody happy I guess.

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So I'm trying to figure out how to, how to get all these pieces together and like a couple weeks.

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And I don't know what you think about it.

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So I think the the easy answer which none of it's easy is what I would encourage you to not put pressure on yourself to make all of this, come together in a short period of time the commission was tasked with some very specific things, and it does not

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include specific curriculum that would cover every disability that anybody could name that exists out there because that is impossible for a basic Academy and in service curriculum for the job the police do, considering that these are police officers

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responding to crisis situations,

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on a regular basis. So I think you have to put them to perspective what the conditions tasks were. And then how you can accommodate that the best you can.

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Without getting so far in the weeds that you feel like you're crushed by the responsibility.

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So I think my when I'm feeling is just to answer.

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The current questions and the curriculum, I need help from all those sources.

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Because I don't know the best practice for identifying

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autism or add or, or people who are deaf and how to interact with them in a safe way.

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Does that make sense, it totally makes sense and so I think that anyone can jump in.

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But from my perspective listening to all of it being a part of every meeting that has happened, thus far.

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The, if you take an kind of more of a 20,000, foot view of what the commission was tasked with

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You were not tasked with that the Commission was not tasked with putting together identifiers for how police will identify people as soon as they arrive on the scene.

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It was to improve the interactions of first responders and people with disabilities. And so what can you, what, what can the commission do in terms of curriculum and training to improve what has been happening so far.

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And maybe Janet I'm Miss, maybe I'm misquoting this a little bit but if you look at the overall task of the Commission, which is to improve the, the interactions.

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It may be getting too specific, and also for things that haven't been allocated if if people just like these, we've seen some amazing curriculums from around the country, but their proprietary and so those are out of our wheelhouse we cannot pay for them.

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We can't ask agencies to pay for instructors. That's it just isn't going to happen so what's the next best thing. So then you can look at curriculum and then you can look at but to put pressure on yourself to identify and train, how police officers will

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identify what specific disability. That's not what police officers.

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They can't do that.

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When they're responding to crisis situations we have to keep in mind what what first responders are responding to their their to settle the crisis down to make the scene safe, right you're looking at them going home at the end of the night, making sure

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everybody else's safe while keeping in mind that there are best practices when it comes to dealing with all people.

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and coordinator had to add to that right there's um there's this correlation between expectation and reality and it seems like our expectation is no we want to address every single disability as possible but reality is we have a very short timeline right,

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and we're not going to be able to accomplish that. So, as well I'm a huge fan of, let's focus on just what the commission is tasked with, because that will help lower our expectations, and when our expectations are lower than reality.

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Then we tend to make a lot more progress and be a lot more focused on what our actual tasks are, if that makes sense.

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I have a question for you, Dan about whether you're because you're associated with, I don't know maybe the Douglas Academy. I'm not sure if you actually are teaching there or not but have you participated in created seen curriculum or training that's

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sort of the umbrella type thing that Courtney was referring to in the basic Academy, um, no so I only teach like mental health, wellness, in our academy.

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I'm actually just yesterday did our are in service training for the American Disabilities Act and it touched on various disabilities but it was like one to two PowerPoints, or disability so it was really really brief to skimming the top.

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But it covered a lot, but that's really

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for Douglas County.

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And then right they are agency also contracted with LA to bring her in to provide additional training, because of the things that were happening within law enforcement and people with disability so they took a more proactive step in, let's start addressing

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some of this now instead of waiting. There's a lot of agencies that use that you've seen her classes.

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So I I helped her create a video regarding wheelchairs, but I but I haven't been through her class.

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All of our commission staff have had been through our class.

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And that's a really good point Dan so with the resource list that's being created is alleys and I forget the name of her company but if her company is a resource that agencies can choose to fund and contract with, that's totally on them to do.

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But we as the state cannot tell them they have to do that. there's the difference. So Douglas County has seen.

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It sounds like there were some specific needs of Douglas County and this is why each agency is different, you know every agency has different needs. And so there are certain agencies that may decide to put some of their funding towards x y&z and some

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put their funding towards a B and C and it just depends on the needs of the community that those resources are there and that's, we can provide part of the, one of the options is part of the resource list is we can provide all of the curriculums that

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we've received that are not proprietary that.

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I'm sorry, go ahead. I was gonna say and what we normally see in this profession is leadership right. They like to be a lot more proactive than just sit back and wait so like the training we brought the Douglas, that was a proactive strategy, due to

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the things that were happening in Loveland right so if another incident happens in

another municipality.

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That brings awareness to an issue. Most leadership will look for.

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How can we help combat this so that problem doesn't come to our agencies because they really want to avoid any kind of that negative,

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negative outcomes that surround those kind of things. So, in the right corner having that on that list of resources is great because then they can go through there and be like, okay, we just, you know, a neighboring agency had an issue with, with a deaf

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person so let's start doing some training.

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Regarding the debt population so then that way we don't face the same issue.

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Yeah, and as I explained to a couple of us explain to the answer is subcommittee. Most policies within agencies are based on something going wrong. So policies developed because something went wrong.

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So they develop a policy, so that they can further their training, so they can they become proactive, maybe not wrong in their agency but outside agencies at nobody.

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There is not a law enforcement agency I know in Colorado, that wants to be sued, or that wants to have a public nightmare that has happened throughout right so many agencies in the last few years nobody wants that.

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And so everyone's going to take the recommendation even for in service who is we can't mandate it.

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There's a law enforcement agencies are looking for resources, they're going to want to see whatever post has recommended, and go, usually will go above and beyond the recommendation

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Chris, do you have anything to add to all of us

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can make everybody happy. So, matter who you try and what you try to implement.

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Not everybody's gonna be happy someone's gonna be passed somebody's gonna feel that they got left out. So doing that with doing what's exactly assigned and tasks to the commission as opposed to going beyond those boundaries.

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Like there's going to be bad interactions with everybody, everybody has bad interaction everybody get better interact teachers have bad interactions with parents, firefighters have bad interactions with the grocery store people because that's all they

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do.

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We're seeing that one kicks up goes on strike and the firefighters can't go shopping.

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Yeah well these things happen so try to make everybody happy is, I mean I read I read some of the survey comments and they're, they're not realistic because and granted the people answering not all of them were aware of what goes on in in service training

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and what it takes to trade law enforcement officers, you know, asking for an eight hour class, or more than a half day class to dealing with people with autism, that's just, that's, it's not even completely not even close to reality.

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The class I teach is an hour and it's plenty.

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I could go, I could probably stretch it to an hour and a half, if we're through some scenarios in there but as about maybe two with us about it.

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You know the comment of, we need at least a more than that more than a half day anything less than a half day was unacceptable is a ridiculous comment and you're not going to make that person happy no matter what.

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So, the coming to the conclude coming to the conclusion and we're not going to make everybody happy, is, is, is the first step and I think we put out there what we, what we can recommend for for both in service and Academy to improve, it's not going to

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perfect it, nothing's going to perfect this, and I think that's one of the people, either in the on the commission and some of the citizens, they want perfect, and

you're never going to have perfect.

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They want perfect interactions with people with disabilities where you're not going to have that. And that's the reality. So, the sooner we come to that conclusion like look, we can't have perfect, we can have improved.

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Because you're never going to have perfect nobody's going to have perfect. There's not an agency in this country has perfect interactions, none in the world, none.

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Well that's because police are dealing with crisis situations. Right.

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unpredictable people.

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I think that we, we talked about this once before on the committee that the Academy in any aspect, except possibly driving.

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That's the only class I recall from my Academy, that truly affected my performance, every day, because I drove every day. Everything else we teach in the academy is essentially raising their awareness, it's putting issues on their radar, that they probably

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never thought of before as a civilian, they, they're not going to remember everything that they're taught.

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It's 16 2026 weeks of a deluge of information, if they're lucky and they're in a good Academy they get to apply it in multiple contexts, multiple times, which will help with retention, but the best.

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I think anything in the academy does is give them a foundation and an awareness that things are not always as they seem.

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You sometimes need to have two types running in your head, the public relations one and the officer safety one not sometimes you always do that but but you need to think what this might not be what I thought it was initially or what dispatch told me initially,

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and here's what I think my legal footing is in this particular situation. So, what Chris said is true of the entire Academy.

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And I think what we're doing is adding a level of awareness that they didn't have before. That wasn't specified before, unless the instructor had experienced himself or herself.

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And, and got stung with it, and or embarrassed by how they reacted.

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So, I think that we're. What we've done so far in this subcommittee is on that track.

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And I think that's the most detail we can get into.

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And then if they if the other group wants to add lesson plans and so forth.

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Good. And if they've done it created it, and that's useful. I don't object to that but I think we've done, we've taken the right approach on this subcommittee.

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To add awareness pieces.

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And again, they're deciding lesson plans as a resource.

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Yeah.

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and that's good. I don't object to that.

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That's good. I didn't want us, because I knew what a big job it was just to change the outcomes in the source material. I didn't want us to get too deep in that, that area, because that really does take time and in fact, I thought we decided at the very

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beginning that we weren't going to do lesson plans.

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I mean, that's okay, as long as I don't have to do.

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So, I guess, questions based on what you said.

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I guess the biggest one is, first of all, what do you think would be the most helpful based on everything that you've seen through the town hall or the surveys.

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I think you guys got here early but I put everything into one page so you can read it all just in one format.

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And I think you had quite a few notes if you weren't able to be there.

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And just through the things that I've been sharing with you and your own experiences, what do you think would be the most helpful that people aren't currently getting

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in the academy.

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Yeah, or just in general but yeah, we're talking about the academy right now.

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If I

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was the academy it's just dealing with, I think.

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Mental Health First Aid and dealing is just more of a cursory dealing with just dealing with people that are in crisis, I think that's it, when when we added that we had that a number of different places

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in the academy, that was that was our recommendation I think that's, that's what needs to be done. And I think that's where we need to hit, and I think we've done that with recommendations that we've made.

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So, when you hear that.

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Okay, so I'll give you an example of it I heard what you said about the person who said that they wanted eight hours for autism training.

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And I understand that that seems excessive, but that's a person whose child is currently incarcerated with autism.

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And who has seen through her encounters with

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a criminal justice system.

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They're trying to take their child away from them. Judges also trying to take other people's kids away from them,

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especially if they are people of color,

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people interacting with that child, and the center who have no understanding of what that kids means are sentencing that kid, over and above what the, the crime was.

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And it just keeps going on. And so I think that's where that's coming from, just to put it in perspective.

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Okay, well from that perspective, my son was arrested my son with autism was arrested.

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I have dealt with the justice system. If you deal with it the right way and you take out and you try to take out the emotion and you actually be a parent.

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I'm not saying that this person isn't being a parent, I'm saying is, sometimes you have to sit there and you have to stare yourself in the mirror. As a parent, as I did, and say you know what, what I'm doing, isn't enough.

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And maybe another entity needs to take over.

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And maybe another entity needs to help Davis, and my son, his name is Dave has helped Davis, get to where he needs to be, and they did. They did. They absolutely did they got him to.

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They got him to do. Anger Management they got him to do a whole bunch of things, and court mandated therapy court mandated all that stuff. So yeah, my son is on the autism spectrum and it has been arrested.

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So, I still think that eight hours is is completely too much.

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And it's a, it's a, it's hard because you're a parent as a parent, I have blinders.

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As a parent, I've always had blinders when it came to him that it wasn't that bad wasn't that bad. It wasn't that bad. And then when it took him getting arrested for me to go you know what I need to take these blinders off.

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These blinders have to come off and I have to take the reality is is that no matter what people are sometimes people, whether they have autism whether they don't have autism whether they have other some other developmental disabilities, sometimes they

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do bad things and me to pay.

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Need a bit need need need to be punished for that.

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My son was punished. We did the, we were walking him right through the whole criminal justice system from charging from initial appearance to sentencing.

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He's been through it.

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Right. But what I'm trying to explain to Chris is not.

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Not everybody has that level of experience that you have within the criminal justice system to get their kid through that.

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And I'm just trying to explain where that desire came from from her if it seems not reasonable.

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I understand.

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Right. My job for me whenever I got in trouble, so I get it.

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And, and what you're talking about is educating different very different elements of the criminal justice system that we're never going to touch in a basic Academy, understand I understand what you're saying about being realistic, in terms of what we

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can do right now.

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What I'm saying is that what I'm hearing from people, because this has not been my experience right my experience was always that my dad helped me get through things, and then after he died I kind of saw how the world was without him.

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And I haven't really had any problems based on my disabilities right but that's how my life has been, that doesn't help other people's lives but then it's always been a little bit different for me since my dad died in terms of what my life experiences

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have been.

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And it is different, but that's all I do, I do believe people.

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I do believe their experience because I've experienced that myself.

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And it's emotional and I understand I don't, I don't think anybody's wrong what they're saying.

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Guess what I'm trying to say is that what is it that we can do right now to change it with what we can do, I guess in two weeks.

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Because it's, it's, I was hoping it would you want. I see that that's not realistic.

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So I always do that to myself, but I'm sorry if I put more pressure on other people then was realistic. So, don't apologize for that.

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It looked like you had something to say, back there a little bit. Did you.

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I was just looking at your body language. No.

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Okay.

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Well, I think what is most helpful, right now, is that we finalize what we have, there's still some rough wording in the curriculum document.

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And then I, I'm happy to work with Jennifer's list and and to work through Courtney to add source material. I was just looking at some of the things and it actually what I see from the Center for people with disabilities is a document, a book, like, Can

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I open it

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closed it

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software could be a little faster.

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So, there is a book in here called tips for first responders it's 27 pages long.

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It is from the Center for development disability at the University of New Mexico. It covers service animals mobility impairment, autism.

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Deaf or Hard of Hearing blind cognitive multiple chemical sensitivities, and mentally ill.

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I think that's awesome and I haven't read it I don't know that the content is 100%, that we would agree with but I can't really imagine that it's too far off.

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To me that's an excellent resource to put in, maybe a couple of different courses that we have that will point.

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And we can even make it required, which reinforces that we want you to talk about this.

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So, that's, I think that that's what we can do right now is to find resources that we can apply to focus the courses that we've already changed the outcomes for

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just to reinforce what our intention is, that's sort of my vision, I'm certainly not the only person with vision so don't.

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That doesn't have to be the only thing we do.

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What do y'all think.

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I think that would be helpful. And I also, I also still think that it will be helpful to go through the survey and I think it would be helpful to use some of those outcomes but if we can, we can I live by to at least share that with

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I would like to at least share that with the commissioner, whoever's on the board, the post board and share the notes that Courtney typed up from the town hall.

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Because I would like them to hear from people who spoke up from the community about what he felt like the issues are inherent in their own place. And

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have you guys thought about that.

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So your document that you uploaded is the same as the spreadsheet that Courtney created, but this is made more linear. Yeah, I just put it out all the, all the answers in one place.

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Now I think that's helpful.

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I think I would suggest that we include that with whatever packet we put together for the board, here's, here's why we're doing or why we did what we did.

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Here's the input, I don't know, is that reasonable Courtney.

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Um, I would recommend, considering the board is made up of people like the sack, the FBI Special Agent in Charge of Colorado, Denver area like these are high level.

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People who make up the post board.

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the Attorney General is the chair, things like that i would i would make it a little bit more concise because they are.

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There's a lot of information in there that they get for these post board meetings.

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That's why they get, you know, it's hundreds of pages of packet that they get prior

to the meeting two weeks ahead of time.

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I'm trying to think of the most impact and so the with the service of committee is planning on doing is doing a mission statement that includes why they're, they're doing, why they've built things the way they have.

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So I'm wondering if that would be, again more impactful, versus just having the notes that I sent out from the town hall.

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I'm just I think clear and concise to the board so they can get the gist of it, without getting into the weeds.

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We can include whatever you want, but I think the recommendation needs to be a little bit more solidified versus if that makes sense.

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I totally agree with an executive summary that is not reasonable our all. I do think just seeing eight pages of input from the community, whether you read it or not, is like, oh, there's a lot of people with a lot of input and concern.

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So, just in itself the document is impactful that way, but we did on our summary of changes to the curriculum we did start, we did. I called it introduction but that was more for the committee than any anything.

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We did start with something along those lines.

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It was meant to summarize what we did.

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I don't know if you have that up in front of me.

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It's a summary of changes.

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I think it is in

00:59:12.000 --> 00:59:16.000

10 the basic Academy.

00:59:16.000 --> 00:59:22.000

Uh huh. Oh.

00:59:22.000 --> 00:59:26.000

Oh, there's this basic, there's your document, Jennifer.

00:59:26.000 --> 00:59:37.000

I was not looking in the right folder of the summary up yeah do is share her send it out. So to answer your question, though, more conference, you guys can include, whatever you want in the recommendation.

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But knowing how the post board works it is a two day meeting, there's a full work session, the day before, which is on the 10th of March, and then the, the next day is SME committees, so curriculum and the other skills, and then the board meets and they

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have a two hour meeting it's a pretty short window and they have a lot of business to get done in that two hours now they have the work session the date for which kind of gets more than nitty gritty, so they'll be able to look at what you guys propose,

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but the proposal should be what your recommendation is.

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I don't think you have to get into the weeds about why you came to their recommendation, you definitely can.

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But again, the most important pieces that they know what you're recommending.

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So you can just just answer it Jennifer, you guys can include or whatever you guys as a whole commission decide to to recommend considering that the whole commission will have to, as I reminded the insert is they're going to have a recommendation you

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guys have a recommendation and then you guys all have to agree. And so what I recommend it to them was that they're building time to propose their proposed make their proposal to the whole commission, and then building some feedback change time in their

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meeting schedule because you all might have some feedback for them.

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And this is all your recommendation together and I are working in subcommittees but they also might have some feedback for you all. and want some changes done.

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So build that into your schedule of meetings, which is not many know everyone got that we are one, two, possibly three meetings.

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Before the 18th, which is seems like a reasonable deadline.

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So, okay,

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Well,

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I looked at a couple of your, your sources there Jennifer.

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And,

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of course, haven't had time to really digest it all.

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If everybody could look at the source material.

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I think starting the in service stuff is huge. That's a lot of material to absorb, we could sort of just look at Jennifer stuff, and see where it might fit.

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Then,

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and how it led to put it into a different format week and more digestible.

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Yeah, you don't really need to make it separate documents, not close colleague.

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I personally didn't feel like we were done.

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I was trying to go more in depth and make sure that people.

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But what what I've heard matched what they're learning, and we could use that to create

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objectives and outcomes but

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a kind of match the source material and build on it.

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So your, your list here is just the topics from ours changes, there's not all the topics, it's just those that we changed.

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Can you tell me what you're looking at your basic Academy sources.

01:03:29.000 --> 01:03:30.000

Hello.

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So what I did is I try to look up what all the current source material is as you suggested me a lot of time, and

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quit everything was lots of it I couldn't access but I can at least see what the chapters or.

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And like maybe what the forward was of the book.

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And then, yeah, so then I looked at the objectives and then I tried to suggest things that were

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that were similar to what the class was that we could build on that from a disability perspective.

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And when I was trying to find sources based on that, but I didn't want to overwhelm anybody because it's not something we worked on together.

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And so I at least wanted to turn something and show you what I did. So that's why I downloaded it, but I understand it's not, maybe the best way to approach it.

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No, I don't.

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I don't think that's a bad way to approach it we just need to convert it into something that we can easily enter into the curriculum.

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I only got as far as training, and then I skipped over special populations class because they wanted that to have the most impact.

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So then I was looking at, problem solving, community policing.

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And I kind of petered out.

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No problem solving and community policing as I think we've discussed that at our last meeting is probably not the best place to put

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on change the outcome, because it's very specific it's a problem, problem solving model that's supposed to be applied across all of the courses, not just.

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So it's, it's kind of specific understand.

01:05:34.000 --> 01:05:49.000

You think what I was hoping it was after our discussion you mentioned that maybe some of the things are in each course could be built on the spot, special populations of yeah yeah the source material so if we build on what the source material is in that

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class.

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It could be brought up again in a special populations class.

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But it sounds like maybe that was going to fire.

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Oh, I'm looking at it right now.

01:06:03.000 --> 01:06:07.000

Um, so

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as long as I can find a link.

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And it looks like I can to some of them, I can put it into the curriculum if I can't, if I don't have a link just or a public publisher, I can't put it in the curriculum in that format we have now, we can put into a CD that has the toolkit stuff, if we

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decide to do that.

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So I like to think would be the most helpful. Should we just stick to what the objectives are that we worked on as a group. Yes.

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I think that's where we made progress. We all agreed. We all unless there's wording adjustments and like I said earlier, I think some of the wording is some, and some of them the wording still a little rough.

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It could be refined just a bit, which is what I kind of wanted to do today.

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The reason I did it a different way is because it's hard for me to processing, sitting in a meeting like this.

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It's easier for me if I can see what I'm doing and write it down. So I didn't feel like I participated, and I wasn't trying to change things from other people wrote, I was just trying to understand it the way I can do it.

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Mm hmm.

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No, that's fine. I understand that. Yeah.

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I'm just excited. I wasn't trying to take everything over.

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We didn't thank you are, and you're in your note. Your, your, your curriculum note, you say, it's hard to understand how those sources are used in the course.

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I have that same issue, because my suspicion is the source material isn't used very often.

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So that's my concern with the curriculum overall anyway.

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But, so, no I don't think it's a problem so here's what we'll do.

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I will go through your material, and any questions that I have.

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I will send to Courtney, she'll send them on to you.

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And I will try to incorporate as much as I mean I will look at it and if if I think it's too. Like I looked at the CNN report of the deaf guy that was in jail for four months.

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If that's sort of a fleeting story that we may not be able to access after a certain period of time.

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There's a question of whether we should include it as a resource material or not.

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But I just have to look at it and see.

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That means and I included that is just because I felt like both outcomes for negative. Uh huh.

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Oh yeah, I felt like neither you know was fair because I felt like the officer stopped being an officer, eventually, and I felt like that definitely was in jail with no no interpreter for four months for basically not understanding how to communicate

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to the officer. Yeah, I think that's appalling.

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And I think it's really easy to happen either on either side of the perspective.

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Well, I guess.

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I would like to think that that officer was on the far edge of outrageous and most officers wouldn't do that, but I get your point. I mean, it's happened so happen often enough that we obviously need to deal with it.

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I thought, that's just mind blowing.

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I honestly just that he didn't feel safe but i don't i don't have your line of work so.

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Okay, so that's, that's one piece, I will look at the material and source material and see how to integrate it into the curriculum.

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We have what a little less than an hour to go over the outcomes again, and make sure they're what we want is does that sound okay Does everybody have that document in front of.

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Is it so i can i can send it out people and have it right there.

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Well let me look to see what you have in the folder

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was dated. The.

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There's the basic Academy.

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Basic Academic Training Program revision.

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From notes from 1229 posted uploaded on the third of July.

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I mean,

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trying to skip ahead. That's the document.

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It starts out. It's the curriculum and it's at the top of it, it has a note from Christmas and read

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how that if anybody wants me to just email it I can email it to you don't search to folders, just holler.

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Okay, it's all good,

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hard time finding it, I know, I'm just going to give it a lot to you, then it's easier. Yeah.

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We can't change it on the software anyway.

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Does anybody need to take a break. Yeah, realize, we've gone so far. Yeah, well

it's coming.

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Well that's mailed.

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When do you want to meet back.

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1015.

01:12:25.000 --> 01:12:28.000
Okay, five minutes. Good.

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Okay, sure. All right. Thanks.

01:12:29.000 --> 01:12:59.000
Sure. All right. Thanks.

01:20:48.000 --> 01:20:54.000
Did you hear from chief at all.

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me he was going to try to jump on before 10 but then he was going to have to go

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to tell us last week he wasn't going to be able to make it to this.

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No, he thought he could.

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But then I think probably part of the problem is the zoom webinar invites you have to click on, you have to click a specific link to add it to your calendar, it doesn't automatically show up right so click that link.

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And so I think people just assume that it's going to be added to their calendar like every zoom invite I get, whether I click on it or not.

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If it's a meeting, it automatically gets added to my calendar as tentative.

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But these webinars because they're a private link, they don't do that, you have to add it to your calendar intentionally.

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So you didn't have it on his calendar.

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I wondered about that, actually, because of this morning. Looking at my calendar, I thought, That's weird. Maybe I was wrong about the meeting being at nine.

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Yeah, and I have to click Add to calendar on the zoom link and then I have, because it gets messed advice on something out on email with the calendar invite that people were getting confused.

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What zoom link they should click so I just, I'm trying to streamline the amount of emails I send out so that people aren't confused by which zooms every which.

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So, Yes, I understand that.

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Okay, so everybody except Chris has gone. Chris hustle have to leave again.

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But I'm assuming.

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Okay. All right.

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So, going through the document. everybody's got it open there.

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I've sent out a message to Shannon, Shannon had a suggestion that we add something about our subject matter to criminal process but it's I'm not clear what it would have to be law based.

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So I wanted, I asked her for clarification on that because that is a lot. It's basically a constitution constitution on the law class.

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So it would have to be something along those lines.

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And a suggestion Are you a suggested discussing under the Eighth Amendment. I'm debating whether cruel and unusual punishment for these two individuals with disabilities and their interactions with police officers.

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And that's why I put the link to those two.

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Yeah, the case with a deaf person with a disability, and how long he was in prison without an interpreter.

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I don't know if that is

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appropriate.

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Well hmm at generally applies to incarceration, which patrol officers don't have control over.

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But I'm certainly willing to look at it and I would love to hear from your that civil rights attorney.

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If he's if his memo was addressing that.

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dan Did you have any thoughts on that.

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I don't want to like be ridiculous I am just told me.

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I was just like, pick a different word

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down Dan, did you.

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You took yourself off mute did you have something, or no sorry I was reading the document.

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While you guys were talking so I didn't capture what uh what was being discussed.

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Oh, just, if you had any thoughts, ice, Jennifer suggested Eighth Amendment discussion.

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Under criminal process, and I said, Eighth Amendment applies to incarceration and patrol officers don't aren't really controlled by that.

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But I wasn't sure I was right. So, and what he was asking is, if I was being unreasonable and asking prepared to be put in there, or even raising the

discussion.

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No, it's never unreasonable to ask the question, because I don't know for sure.

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Okay, so then going down under law enforcement ethics anti bias.

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I think there was a suggestion from the curriculum committee. And then of course Christmas has the note that diversity the definition of diversity should be expanded to, because most of the time people think of ethnicity and race in terms of diversity,

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and we want to suggest to them that disability also needs to be considered.

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Right. Isn't that what we're thinking. So that's one where we need to refine this one,

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his suggestion was we need a better definition of diversity in the outcome.

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So, I'm.

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I mean we could just say, the student be able to define will understand that diversity includes not only ethnicity and race, but

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disappear disability and there's another term that I have somewhere in my mind but

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I put what I will in the chat. I don't know if it is hope for this, but this one.

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Oh yeah, evil ism like that.

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Are these all additional or they revisions.

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And I think they're all additional, but again I didn't know if that was reasonable.

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Maybe they're all additional, but again I didn't know if that was reasonable.

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How do I capture that to put here is it written somewhere else, because it no one of your other documents.

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I just put it.

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I don't know how to catch up but I guess I can copy it, because I'm on the laptop, the zoom call and the heart, my desktop for the other.

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I can do it that way.

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That's okay, I'll just pop in send it to myself. Okay.

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I also have those listed in the wiki folder I have for the interface, obviously, it's a document that says that one too. Yeah. And it has the sources I listed.

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I think that.

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are based on me looking up the sources

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Know what the sources for the class directly from.

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Yeah, cuz that's a radical idea.

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I don't know if they're helpful if they don't use the sources that the services talk about what are your values and looking at interacting with people with different

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from different places.

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And like what is your level of discretion will claim along.

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And I didn't know if intersection, was the right word because it came about from a lady who also is rooted in critical race theory, and I know that that's really controversial right now.

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But that's the word that a lot of people who come from a gender identity community

us so I didn't know the right way to say it, so that people would hear it, I think it makes sense that we're saying, you may encounter somebody who is a different racial

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group, a different gender, who has a disability.

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As I was trying to say.

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I don't think there's anything wrong with it, as in trying to make it clear.

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I don't know, is it perceived as political to do you guys think Courtney and Dan

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says the word to me but maybe,

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I don't know if it's political everyone's opinionated so I don't.

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I mean we can't, we probably want to avoid.

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But if it's in a source.

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And maybe there's a better, maybe to simplify we can simplify it, that there's no real reality based training.

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Push on this particular class, which I think there should be, you know, we've tried, we're trying in the committee to subtly and not so subtly steer people away from just lecturing for eight hours on this, and giving examples.

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And so that's why I think that there's so many places for examples that include whether it's a video a role play a scenario, a written scenario.

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whatever even just a question discussion question. There's so many places where you can insert the concept of the person you're in contact with has a disability.

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So now what that, but we have to say that we want this to be reality based training in some way, that's sort of the direction we're going rather than saying in a role play in a scenario in a video.

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Whatever in and through role, a reality based training. The student will, whatever.

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And I think that some of the things like your cases.

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Through reality based training the student will discuss cases where maybe not saying in our section but where the person they're in contact with has is of a different race, gender, and has some sort of disability.

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And we can make it pretty plain as well. You can make it broad considering that, please operate off of definitions that are already in the CRS.

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So when police are in the field and when lawyers are looking up charging categories and sentence structures and all that stuff.

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These definitions are already available.

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The people work from so i what i don't hear you saying you're trying to change the definition of what the, you know, these words mean you're just trying to maybe broaden the idea of training.

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Because when you're pulling pleaser out in the field, the CRS definitions are part of their daily routine, you know, what defines an at risk adult. What defines a disability and at risk model statutes what defines it right i mean there's a lot of things

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that are already in place in statute in terms of

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sins enhancers for different crimes for at risk adults are at risk juveniles things like that that are already defined that helped to find some of the things you guys are talking about.

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Right.

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Perhaps if I get my computer.

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This is a place. This one is specifically. Well, there's a couple of concerns Jennifer brought this up about the training key.

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I think it was Jennifer that brought it up, are they available. Yeah.

01:35:47.000 --> 01:35:53.000

I asked the committee about that. And that was a can of worms.

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Holy cow. It's like we've just taken it for granted that the training keys exist.

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Nobody ever looks to see if they're still, even available because ICP takes them down. Periodically, especially something from like force, the force 75, they're up to seven something now so we don't know I just found out another email asking if there

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is a training key about this ability at all.

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But yeah, we just people said no we don't use the training keys, we don't have access to, but you have to you have to be a member we can't afford to do that.

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And then other people said, well, it's just professional to join ICP.

01:36:38.000 --> 01:36:41.000

Well, fine. Okay.

01:36:41.000 --> 01:36:45.000

You pay for all of us then.

01:36:45.000 --> 01:36:47.000

So, interesting.

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I think that happens in all professions. Yeah.

01:36:53.000 --> 01:37:08.000

Okay, so, I will. I'll add those that you just put up and we'll look at this offline so we can get through the rest of them before.

01:37:08.000 --> 01:37:26.000

Just a reminder those in yellow are the ones geo Pathak wanted us to think about. So the one, the text in red is what we've actually added or worked, worked with.

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So just rolling on legal aspects of interview and interrogation.

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This one is meant to be Basic Law, it's in the Basic Law category.

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So we've deliberately taken out interview techniques to create a different class in put investigation procedures.

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So, Chris's outcome of the different techniques

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is probably better in the other one, except for the legal and this civil rights attorney brought this up I forget what his name is I apologize that there is a legal requirement that in interviewing persons with hearing or or visual, I don't know what

01:38:22.000 --> 01:38:45.000

all kinds of disabilities that you use either an interpreter or accessibility devices, communication devices. So I think that's what this one should focus on, and then we'll add the techniques in the other class.

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When it's created.

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I'm not convinced that anybody's working on it but I think they are. So is that does that sound reasonable that we need to talk about the accessibility issues.

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Yeah, I think I wrote a note because I didn't remember why we didn't add stuff and the judicial process section, and we were only talking about liability

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that because

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Because I had written a note to myself, because there was a section about liability for officers right, that's when we're looking at right now.

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And

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this is legal aspects of interview and interrogation there is a legal liability class. Oh interrogation I'm sorry, I'm looking at a million different things.

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My apologies. That's okay.

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I think that's coming up though.

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Okay.

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Shannon also had that.

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Something about adding learning objective to children's code, which is on page 13 of the document.

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I, we didn't, we didn't write anything, if there is something to be written.

01:40:19.000 --> 01:40:42.000

We need to get it, get a draft of it is children's code just about assaults on children is about interacting with juveniles children's code is all about the legislative process in terms of children's best interest how to determine children's best interest.

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How judges are supposed to determine children's best interests that goes into all of that stuff.

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So now it's not just about sex it's not just like about sex assault or abuse.

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It just goes in terms of it just really outlines how children are handled in the justice system, both as victims witnesses.

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And this one is limited to how quote an officers responsibilities are and neglect independence.

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And, which includes abuse. And then, how you deal when you're taking a juvenile into custody, or questioning, or taking them into custody.

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So there's very.

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The same social workers operate on children's code family courts operate up children's code. And then there's a criminal justice person obviously because kids are often involved in criminal cases but like dependency and neglect is not an officers purview.

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that's all through social services, taking custody or having involvement in custody

of kids.

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So that's a whole nother.

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Sometimes police have to sometimes please do have to take custody of kids or social services one, please do have that authority to force the hand the social services and agree just situations but it's pretty rare that they do that.

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I don't know if you remember the 11 and the town hall, it talks about how a lot of kids with disabilities and Deputy dosed with ketamine by first responders are not dosed with ketamine chemical restraint, my first responders.

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Remember the yeah remember the comment. I don't know if that was based on personal experience.

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I don't know what data she's using to suggest that that's a lot or, you know, I don't know what kind of numbers we're talking about there.

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I in my 10 years. Yeah, and my 10 years, I was at crimes against children detective.

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I never once saw any first responders in West Metro ever use chemical restraints on kids, ever, ever not one time.

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Yeah, same down here.

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And 20 years, never, Never heard of that, or seen it.

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So, I understand.

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If it's a concern is this where that would be addressed

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in children's code. Yeah.

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I think that would be addressed in policy and procedure with entities who are responding to crisis situations where people are out of control.

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Okay. The time is the only times I ever saw chemical restraints being used on adults who were physically unsafe to the point where they had to be subdued with chemicals in order to keep them safe.

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Without right because if you file a whole bunch of police officers on them, somebody is going to get hurt. And so, first responders would your paramedics would respond and kind of take over, over from there but it was always very, very far and few between

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and for a very extreme circumstances.

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I feel like they just passed a new law about ketamine, I just don't I can't remember what it was all about. I just remember that there was a new law involving ketamine.

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Yeah. Yes, today I believe that it will not be used in those situations, there are other options that they have. I can try to find the law real quick.

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So I think what what I'm trying to say is I don't think it's just that issue but I think there's a lot of issues.

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So I don't know how to write an outcome for it, just that, maybe people need education about kids with disabilities, and I don't know what we have the ability to do in this condition.

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Well, this, this is just the below, all of the, the courses in the basic last section should be keeping their, their instruction to the law and the application of the law.

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Now that that's an example that might be used to say you've got a child who is has gone completely off the rails.

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And they're surprisingly strong. And what do you do, but that's really more over wrest control, or possibly something in patrol procedures, rather than the law itself.

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I mean that that is a great place to interconnect different classes. I absolutely agree with that.

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At but that unfortunately realize and that's one of the weaknesses of the system is that relies on the experience of the instructor.

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Okay, if Courtney teaches that with her experience and her perspective.

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She's probably going to have examples, drawn from that experience, and that perspective that another instructor might not have. And if they're not written into the lesson plan, which is our biggest push right now on the curriculum committee, then another

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person who is called on to teach the class might not know about it, or my supply their own.

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That's not what we want, or not helpful or something like that but would it make sense to have an outcome about just how to interact with juveniles with disabilities and then refer them to different sources from other agencies.

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Well, I know what do you think Courtney I mean, a lot of fist. I would say examples for the instruction can be pulled from the annotations to the law.

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So the annotations in every state almost every statute.

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lyst cases where this statute was applied, and what the facts were of that case what the outcome of that case was the location of the court. Yeah.

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So, I don't know if there's something like that in the annotations, or not.

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I think what I hear your concern Jennifer that you would like something to address with how to interact with juveniles specifically juveniles with disabilities.

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My.

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I would venture to say, pretty confidently that all of this training will be broad in terms of not specific to adults with disabilities or juveniles with disabilities but anybody with disabilities.

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There is extensive training that all law enforcement goes through specifically

about juvenile juveniles like juveniles are not supposed to be questioned about sex assaults for example that's what happens in a forensic interview setting juveniles are not

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supposed to be question without a parent there's lots of very strict laws about parental involvement if you're interrogating juvenile. So all of those I think go in, I don't.

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I think this is all kind of comprehensive in terms of age and I think it needs to be specified in terms of whether you're working with somebody who's 12 or somebody who's 30 to a disability is affecting how they normally function.

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And so I think police are trained on that on a regular on a regular basis.

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Okay, so I'll just ask one question that we can find.

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And then if they don't know anything about this, that make a face, say if if Chris was here and he was concerned about his child interacting with an officer at school.

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Would that already be covered under what we have, or do we need something extra here, the hustle rose. So here's how it works at least in Jefferson County where, where my experience was and every agency has differently.

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There are no SRO is assigned to elementary school so you're going to get whatever patrol officer is available if there's an emergency.

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There are arrows assigned to middle schools, but multiple schools, so they're not there all the time. And there's typically an SRO assigned to each high school but again they take vacation or they have sick days or training days or whatever.

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So, all sorrows are officers, they're just like her patrol officers who've been given a special assignment to be an SRO for a number of years.

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So they get special SRO training because they're dealing with a lot of different stakeholders families principles, you're dealing with Title Nine you're dealing with a whole bunch of different issues involving that are specific to schools.

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So, all officers are going to be trained all responding officers that would respond

to a school setting will have the same training, they'll get it and basically, they'll get in basic Academy curriculum when they first get on.

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Again, most, most recruits in those situations are kind of a deer in headlights because they are being flooded with so much information over a pretty short period of time.

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And so that's the importance of in service and that recommendation will be added from in service for continued education, but juvenile.

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We used to do doing a lot all the time it's a sticking point because it's very different juveniles are handled very differently in the justice system then adults.

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Okay.

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I think I mean I think what you're asking is, if people are going to respond.

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If officers are responding to school will they have this training and yes, the answer is they will get the training basic Academy curriculum and then they'll get whatever training their agencies decide on to cover this topic in service.

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Some jurisdictions don't have our sorrows at all.

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And so then you're looking at Denver, eliminate all the sorrows, two years ago. So now the only people in schools are security.

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We don't mandate, what security, how security is trained, but they're the ones who are there.

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They're the ones who are responding first.

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Yeah.

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But they get a lot of in house training from schools that focus on the same.

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You know r1 security and Jefferson County is, you know, a great security school security agency.

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But they operate on different standards and Denver security so it's all kind of.

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Once you get out of the law enforcement you're looking at security level in schools, their their their their day in and day out and they have totally different training.

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And that's probably not a bad idea to reach out to those entities to say we have this material available, that might be of interest to you but I know some of the Jeff co folks and they're pretty decent people, they seem to be pretty well trained.

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They're all they're all honestly all fabulous and anybody who wants to work in a school and those settings are their social workers their therapists their police I mean they're, they really take on a lot of different where a lot of different hats and

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those settings and kids trust them and so it was unfortunate that

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settings and kids trust them and so it was unfortunate that the kind of the bad rapids heroes got a few years ago but in general, but I think. And I'm not saying that security it's different training isn't bad rating.

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They just are coming from. Maybe very well aligned in terms of what law enforcement gets but it's different.

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Well, and and one of the issues and I know that we're definitely getting off on a tangent here but yeah, almost done anyway.

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One of the issues with SRO is in schools is that the school expects them to take enforcement actions in times that it's not appropriate. And some of that so it's not that the officers are saying, Oh, I'm gonna take this person to jail.

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It's that the school says we want him out of here.

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And we want you to file charges or whatever summons them into court. So, a lot of interplay and a lot of it's very, you can get very political in terms of what schools want with the district wants with families want so that's why, as heroes are trained.

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I'd like Shannon said they go through all the regular training and they do several weeks when they are selected to be an SRO, and then several weeks every year specific to what they do because it's a very different job than responding to them when one

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calls.

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So, because we are almost out of time let's just jump to legal liability quickly and I'll tell you that this is being rewritten by a member of the committee, the curriculum committee who is an attorney, and is very familiar with the changes.

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Recent changes in the law, and he has this note that,

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that Shannon added about civil rights violations in laws pertaining to individuals with disabilities. so I should be seeing that particular revision here soon.

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And I will share it with you.

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As soon as soon as.

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Hey, hoping I'll get Kevin's demo soon, so we can, yeah that would be good.

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I'm sorry. I got distracted for some reason saying that email you sent with the question to Shannon.

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I send that by sent her response back to you already.

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Yeah.

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I shouldn't like that to get lost.

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And then I had.

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Yeah, I was just wondering if we needed discussion, outside of liability.

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Why is that something we should include in that special populations class.

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So again,

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what I have in my notes is that there was a class called judicial process. Yeah.

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And I had written and No.

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The Disability Law there, but is it

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like Non Us liability tort officers but is it better to put it into the special populations class.

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Yeah, that's really just explaining what the criminal justice system is just on a really fundamental level judicial process, so

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important you know for law enforcement fits into the criminal justice process. So yeah, so I think it probably should be in the interacting with special populations.

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I mean that really, that's really the class we need to refine we've, we've said this would be in there and that should be in there and something else should be in there but we haven't really finalized it.

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And I think would work on it.

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What's up, I can do more work on it, I think all of us should really think about what needs to be in there. And maybe offer.

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Be ready at the next meeting to offer those suggestions I think we really need to hit that one.

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I think that was my concern is that, and I think that my other concerns or that.

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In terms of like the general content classes like verbal communication.

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The patrol one and pedestrian contacts.

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I think those are really important.

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But I don't know what to put what we did, I think we did some really good stuff there. I agree, but I don't know what to put as the best source.

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Sources Yes. Yeah, well I look, I look at the stuff and see.

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Okay. to. You don't have to do it alone.

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And then we had

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success with disability, which was good.

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He did that, and then I added stuff on jumping all around so if you don't understand me, I understand but.

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And then I did stuff on bias motivated hate crimes I added two outcomes.

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And some resources, but if you don't like them there. We can talk about if we want them in special populations, or if we need that stuff at all.

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Okay.

01:58:07.000 --> 01:58:22.000

Alright. So for our next meeting, which we need to figure out I don't know what the debrief scheduled as a whole commission next Wednesday at one.

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So looking at the calendar.

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Following that meeting, you'll have the ninth, the 16th and the 23rd left for meetings. You can eat as much as you want. During that time, but you'll have those three weeks you'll have next week.

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you have for four weeks left basically, you can meet as much as you want in between them, like to do some of this by email.

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Through you, to, if, if we could.

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Well, I Jennifer's already done some things that I can incorporate into this curriculum document, and the sources, and I will just incorporate it.

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And you can send it out to everybody.

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And then if everyone can please look at it and be ready to comment.

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I don't know whether we want to have I mean, the sooner the better obviously to have a meeting, that's my inclination but I know doubling up next week is rough.

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I know it's up to you guys. Oh don't worry about me if you guys if you guys prefer to meet in the morning on Wednesday and then meet as a whole Commission on Wednesday afternoon.

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I mean that's it's totally are called your commission.

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We just can't have meetings run at the same time.

01:59:53.000 --> 02:00:01.000
Well, I think what I'm hearing is that I need to do with Janet asked in the first place I think I just had a hard time doing it because there were so many different types of comments.

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But I could just put everything that I've already done onto that one sheet that we've been working on, and include this versus like you asked so that everybody can at least see what I've been doing.

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And I want to try to finish but I guess when is the, when do you need it because that's what I've been stressing out it is like,

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like I need a deadline, as far as like, I don't want to just send everything to you like the night before meeting.

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What's your thoughts Dan.

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Do you want to meet again next week, Next morning, week in the morning.

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You're, you're muted Dan.

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Sorry.

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If we do, yes, I do think we need to meet again.

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i mean it does make for a long day on Wednesday the second.

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But, if that's what we gotta do them. I'm all in.

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Since the end is pretty much insight. And I guess we always expected that there'd be a push a big push at the end, just the way things work.

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I'm, I'm fine with it.

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Yeah.

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Yeah, I don't know about the other three or two other.

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So let's try.

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Courtney to sort of be an A, or let's set a meeting for next Wednesday at nine.

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Ok, I will. Jennifer will send me that document.

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Can you get that to me by Friday Jennifer. Is that too soon.

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I can get it to you but I may not have that finished, they need the final one by Friday. No.

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Okay. Yeah, okay. To You By Friday when do you need me to have like everything done with like the special populations class and everything.

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Well I think all of it behooves all of us to look at that and see what else needs to be there, not just here. Yeah. So what you want to add.

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Just do that and maybe do that first. I don't know, that's.

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I don't know how much more there is because we've already added so much. No, I just mean, I don't, I don't know the right way to approach it.

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Okay, well I guess I'll just do my best. I'll try to get it to you by Friday and then we'll see what happens.

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If that's easier yeah I can just do that. just as you can see you can I suggest that I know this is extra for you to keep track of but if, instead of adding it to the file share or the whole commission can see it while we're working on drafts.

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If we could just email you to lock that, and then you email just the subcommittee. That way, nobody gets confused.

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Yep. Totally.

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And that, and I, I'm happy to put it all into one document. When we finally get it all.

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Okay, or as we get it. I'm happy to do that. That sounds great.

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Yeah, as long as you guys are comfortable with, like, understanding I don't, I've never taken this class and so if I could suggest something. I'm not trying to be rude I just, I'm throwing out ideas, and it's okay to tell me.

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No, because we've done that with everything we've moved it around or found a better place for it or whatever, it's not a problem.

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Okay.

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Good job today, guys.