

WEBVTT

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Morning.

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Are you guys, how are you good you settled in.

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What's up, no day for all the kids so I told him that, if, if the zoom is holding up that they can continue to play their video games otherwise we'll have to get off their video views.

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That was my only concern today I was like, man, they're going to suck up all the internet.

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I know, that is, it is weird to me that some internet can support that and then I'm sitting, The only person in the house on the zoom meeting, and it says my connection is unstable.

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Well, it's just where do you live in Longmont, and what service Do you use. We have our own next flight. The city has its own, which is awesome. Oh, and it's usually really good fast.

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Yeah, patients.

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It does, you know, the nice thing about it is when you call for service if something goes wrong, you talk to an actual person who kind of maybe lives here at least works, and cares.

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Because it's a city utility.

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Oh, that's cool. That's cool. Yeah, I think every community should have it.

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Yeah.

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Because. So how much do you pay for you to pay or is it part of like, No, you have to pay for it, but because I got in, at the very beginning when I first installed it, I got it for 4995 a month, and that's forever.

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As long as I stay in this house, it actually goes with this house. So know if me.

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Yeah forever. it's 4995. Oh wow, it's cool. I don't know how much internet is otherwise. But yeah, I know there's a guy on our team who had, like, really fast internet installed in his house and he he's a he's a computer guy so he sees a difference.

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I don't notice any difference as long as my computer runs, I don't, you know, so.

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She's good.

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She's working is unable to make it this week or next week he said he's just slammed.

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And so he's very apologetic he just sent me an email is right next week better for him, we could.

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I mean, I don't know.

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Well, the rest of the group would have to agree to so yeah he just said his calendar is a mess Wednesdays and Thursdays are always the worst.

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He said he'll do with to remain connected and provide input.

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So he'll be an hour, at least an hour late because he because of the snow commute. This morning, and I haven't heard from. Oh, and I believe Chris goo he is unable to make it he's traveling.

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If his flights are cancelled. Traveling today.

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Yes, I did. Is there a lot of snow down in Denver, there's not that much here in Long life.

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I don't know Jennifer where do you live, I live in.

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Do you have a lot of stuff out there. I don't think I'm supposed to get much. I don't think we have too much but we asked them.

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I don't know, I thought we got more last week this two snowstorms we got last week but there's supposed to be snowing with the rest of the day.

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And I think Jeff co Jeff goes schools got a lot of crap last week for not closing school at all. When the rest of the counties did. So they closed it today.

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And it's still something crazy.

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But you know what that is. The bad thing about having zoom meetings or the good thing.

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You can't cancel them for a snow day because you didn't travel to get there. Here, but the bad thing is you can't cancel them.

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I know like the building, or do well, the attorney general's office is closed today the building down in 1300 Broadway.

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So they said, you know, everybody's working remotely, which I work remotely 100% anyways. But I was thinking the same thing and the kids you know the last few years for all the coven stuff they haven't had a snow day years has had the last couple years

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they were just like, well, if we're not in school, since we're never in school, you'll just work remotely for the kids so it's nice for them to get extra proper snow day.

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Yes, that is true I'm surprised they're actually giving them a proper snow day instead of just being remote but I guess that takes some technology to get started.

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Yeah. And it was not successful in my book, know, having kids sit on zoom all day and it was not, it was a very thing you don't want him to do beyond their screens all day.

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Yeah.

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Yeah, I think it was hard on both ends for teachers and kids so that is true.

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Well review.

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And we know that three of them are either late or not coming so let's get going, because this is a good group.

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Yeah, we know what we're doing. We're fine.

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So y'all got the revision. I am so sorry that I, it took me so long to get the I was really slammed this week to or since last week. So, I'm sorry it took me so long, but I have to say I went down some rabbit holes so maybe for the greater good, who knows.

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I keep doing that too.

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Yeah, it's.

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the more you dig the more daunting.

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The task seems. And it's like, oh my gosh, we need to have like the primary goal, the secondary goal, the tertiary goal.

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Yeah, I just actually found something that I could into, I just added to that as a source, and now I'm reading a thing from New York, that I think we should add.

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So, anyway, let's get to it, and the plan. First of all, do we have any public.

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No, not today.

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I mean just be there will be some this afternoon. Yeah.

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Okay, so what I would suggest for today but I'm open to whatever you guys think is. I went through and I refined.

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To the best of my ability, the outcomes that we had already created and had already discussed. So I refined them in the way that is standard, more or less, or should be more standard than it is but the way we typically do the outcomes.

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So, for the most part I think if you, you know, I want your, your input if they're not, but if I feel like most of them are ready to go, what is lacking a source material possibly.

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And then I also think that we are going to get more bang for the buck on interactions and verbal communications.

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And those are the two.

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And I know I said this last week but our the curriculum committee meeting is next week.

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Risk Assessment is about to be significantly rewritten.

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And

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so I think I added something there but everything there is not going to stay in the way.

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The old stuff. So I would suggest we start with interacting, unless somebody else has a question or, or other ages, I that I barely looked through it but I did see that

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a lot of their sources they suggested for anti bias policing didn't make it and I wasn't sure if they weren't the right kind of sources or what was going on.

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Well, I was planning to talk about sources after we did the outcomes, but just in general, what I did was I went through and everything.

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You suggested that was relatively recent. So you had one resource in there that was from to, not, not necessarily for that one but that was from 2001.

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And that is a little bit old, if we can find something more recent that would be good.

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But, so I took everything that I went through your whole folder.

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I had to convert everything to a PDF that my computer would read.

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And then, if the if I could find a web link for it.

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I put it on in the source list.

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And so if I couldn't.

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What I suggest is that we, you'll see that some of them. Is it this one.

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No, I put in three well to that you suggested and then one that Chris Smith had had suggested about ADA, and the definition of disability I put a more standard citation for that.

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So that was my idea if we hadn't put a link. I'll put it in there.

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If we can't find a link, and it's a document that's in the toolkit.

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You'll see references to the Commission's toolkit.

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And so, Academy is will be given that toolkit.

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And I have some ideas for that too because I find the one you know I don't want to just the other group but I find the other. They're the way they've organized that very confusing, and it's not going to be useful for academies, I think.

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But we can we can create one using that material sorted, a little bit differently, that I think will be useful. So, please feel free to mention that I was after young when you guys were kind of going, looking at each other, for lack of better words product,

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feel free to provide feedback if you know the system, probably better than anybody on the commission because you've been involved so long. So yeah, don't sell your opinions.

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Doesn't matter.

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I can see though there's a different sorting order for in service training, because that's more topic driven, where ours is going to be curriculum driven.

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And so having a tight having labels for dementia or

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brain injury isn't as useful as having a label for interacting with special populations. Here are documents we feel would be useful for interacting, or for verbal or vehicle contacts, that's sort of, that's kind of what I was thinking.

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Okay.

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Yeah, you are written in services, 100% topic driven.

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And there's nothing. The only issue with that is maintaining keeping them both updated might be tricky.

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I mean, once we have it down a CD.

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It's fixed anyway.

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Yeah, and that's part of what we do post does anyway for the other instruments mandated training for topics as we provide resources on our web page.

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So that'll be something to figure out internally in terms of maintaining that but we already have that in our wheelhouse.

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Yeah, so we might need to change the, how we label it in here. Maybe it's not commission tool kit But whatever it is, Maybe it's the link to your website that we put in there.

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Yeah, so what was because you guys are providing specific curriculum in the, in the career, you're adding more time in certain areas to address this topic right to address these issues, but you're not actually recommended curriculum that you're having

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academies.

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So it's going to be up to the Academy is to build that curriculum out.

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And we're also looking at changing the focus of some of the curriculum.

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Introduce ideas as early as possible, so that it's reinforced throughout the rest of the curriculum and you know in service training.

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Yeah, they still are you still leaving it up to the academies to build the curriculum.

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The lesson plans. Yes. Okay.

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We're building a correct I mean, yeah, according to post terminology, we're building a curriculum. Yes, they will build a lesson plan that.

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Okay.

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Unless there's, there is an a, an idea in the, in the committee that there's certain things, basically Basic Law, but because that's universal and it's just, it needs to be in my opinion, written by people with legal training, and not just a street officer,

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because it's not legal advice, exactly, but its interpretation of statutes.

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So,

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there is an interest in creating lesson plans for some classes, and there are already more detailed things for like SFS tease and marijuana. So there's a precedent for it certainly, we just decided early on we didn't have time to do a.

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Maybe that's a tertiary goal but, yeah.

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Yeah, totally.

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I just wanted to review of the Commission has kind of wrapped up after the recommendation goes through. Is that something that curriculum committee is going to want to dig deeper into is providing lesson plans for these topics Janet, maybe you guys haven't

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discussed that in the curriculum committee.

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I have not. Okay. I think what what we've discussed a little bit is after we have a short timeline to get something in before the this march deadline, and they're adopting these policies, you know, pretty soon, but we'll have time over the length of the

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two year commission to see over this next year, how do they adopt them like What lesson plans do they implement, and something we can be doing in the fall, and through the winter is looking at okay what was done how effective is that how can we then,

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you know, adjust those suggest pathways. So we're using the time to our advantage like they will develop their lesson plan, how, how did they implement our suggestions.

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Did they just take them as, you know, nice ideas that they blew off or did they really try something and it worked or detract something didn't work.

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And I know that a lot of Jennifer's concerns came up that way too I'm looking at the long process, kind of new to how the commission process works but I'm, I think we've made like a really good start, that we can monitor over the next year, and adjust

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and maybe amend.

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One thing that we can may be able to do. And certainly there's a precedent for this in terms of post interacting with academies is, you know, I don't remember who I was talking to about this but I don't think it was in this group.

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But the thing about judging the effectiveness of this, the changes for basic Academy is, we won't see the training is, or the cadets who go through, or taught this new curriculum.

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Beginning in July.

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We won't see them out on the street on their own. For nearly a year.

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So, we won't really know how it's affected their view of policing.

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And we also know that Efthimios can dilute that if they choose to.

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So, it's going to take us a long time to know they'll the effect. but what I think we can do.

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And I'm certainly willing to push it is to in, I don't know.

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The Fall probably is the reasonable time because new academies will start like the state patrol and Denver the law, really long academies will start in July probably ish, they tend to do to a year to January.

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Yeah, and then others the shorter ones.

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August September or something like that. We can ask for lesson plans from them. The curriculum committee has the authority to do that.

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So, if Catherine is amenable to that and I was fine with it, we can say in September in the fall, I would say.

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All of the.

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All of the Academy's, please submit your interacting with special populations.

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Now, I always say this and I don't think I've said this before in this group, the same person doesn't teach everything.

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There are many many instructors.

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Some of them, you know in a big Academy like Denver or Lakewood, Jeff code they are a lot of them are on staff, but more often. They are adjunct, they are.

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They work for another agency often, the one that is sending people to the academy but not always. So, the person who teaches interacting with special populations, is not the same person, most likely that will teach verbal communication, and that person.

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Those either of those people are almost certainly not teaching vehicle context because that's such a specialized tech tactical sort of class.

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So, we need to pull.

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We need to pull several lesson plans to see if this message got communicate it.

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If they were cross pollinated at all. And that's going to be, I think, if we tell the academy directors that's what we're going to do.

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And we're going to look for a selection of lesson plans and the, and we expect that the director. The directors are partnering with implementing this.

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I think we could see.

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Well, we'll have a fair sample, I guess what I would say.

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We could see changes.

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Like right now we're reviewing the Arapaho commute Arapaho Sheriff's Office lesson plans for their academy, and they're interacting with special populations is spot on.

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It's got stuff in it that we didn't even bring up. In fact I pulled something from it. The other day, because I thought, That's good. That is a really good source.

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So, some of them are already doing a good job.

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We have those resources. One was a wrap up with together.

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Um, I think they started building our lesson plans.

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Last summer, probably, I mean that I remember when Tyler first announced

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part of his entire focus was, he was coming from the school resource officer background, which was very different than.

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And he were, I think it was his experience dealing with the different populations of students and from those disabilities.

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He's been, I know at least publicly it's been very proactive.

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So I think that that's probably explains why we've had such good interaction and ease of work.

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I was wondering how easy it would be to monitor how some of these lesson plans are being taught. Like for say Aurora police department and that was kind of me.

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You know, would we be able to sit in and observe those classes and lesson plans, over the next year.

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I think that it gets complicated but I don't think it's out of the question.

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Again, it's just time, it's just, you guys are all volunteers and trying to find time, we get there. How it works is they provide us with their schedule, in terms of what is being taught and when.

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So we would know well ahead of time, when those classes are being taught so that's something that commission wants to do. That's totally in your purview.

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I mean, just those two right there. I mean, those are also I'm in Arapahoe county and I'm in Aurora. And I would like to see how one training compares to the other.

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Especially that that seems to be concerns that I've heard from somebody to parents in the, in the town hall.

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And since we have both of those really sort of overlapping jurisdictions that I where I live, I, and I know people in the Aurora and wrap up police departments

like I think it would be good if I was able to at least see so that as we go to the next year.

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You know, I might be able to offer some more constructive know at least witness.

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Yeah, I think that has, I mean, we'd have to check with bow, I don't know, I'm not saying that the Academy's wouldn't be opening to having visitors price but I think I remember this topic coming up at the beginning of the commission and boasting that

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was a no go now that we're talking about it to go into academies and observe.

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Do you remember that Jenna those first few meeting on Bo was a part of the meeting.

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Now I don't specifically remember that but okay. I don't know why. Quiet.

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I don't know either. But let me just for random citizens wandering and off the street.

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you know,

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fly on the wall on the back. Exactly I just remember this topic being addressed so let me just double yeah let's i don't i don't think I'm the person to give a final yay or nay I don't, I don't see why would we be out of your purview but let me, I will

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double check I'll text them right now on chat.

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One thing I will say to you, Josh is the curriculum committee has dramatically changed the expectation of what is in a lesson plan, and the expectation according to rule, and our feedback to people is the lesson plan needs to say everything.

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you're going to say in the class.

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Not a topic outline that leaves at all to imagination, or like when of the day, everything that needs to be said about a topic is supposed to be written down.

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Now that doesn't mean of course they're not delivering it as a script they're not memorizing, it's not by rote, but and it certainly doesn't preclude examples war stories jokes, whatever, you know the personalizing of the class, which you hope for, because

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otherwise it would be deadly.

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And it's not meant to be all PowerPoint. And that's one thing we're pushing.

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And you'll see some changes that I made this time to push reality based training so video scenarios role plays practical exercises, whatever games even.

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So, we should have a fair idea.

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When we were looking at the lesson plan.

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And if the Academy is well supervised I guess I would say, the director is actually sitting in there, making sure that that's how it's being delivered as well.

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That death by PowerPoint line just echoes in my head. And I think it's important to see how the information is being received, you know, is this sort of class where everyone's just sort of trying to stay awake, or is this like alert Can you know oh yeah

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you know me Yeah.

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Or, you know, is there a big distinction between different departments.

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How does the county sheriff deliver it or receive it differently than the, the local police department.

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I think that's, since we're here, we're on the commission and we're not just ordinary citizens I think would be useful, certainly for me just to be able to reserve that I don't have your experience in this training.

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And I, the Town Hall was really useful to hear how many parents are live that same daily fear that we have, you know, my, my youngest is now taller than my wife.

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He's grown like a foot in the last year has gone from a cute little quirky kid to potentially scary young man.

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And I heard that echoed so many times, and the calls or the, the input at the town hall was all about, you know I didn't want to say anything, then because I don't, I didn't want them to feel that they were just being say oh yes we understand.

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And the chief was doing such a great job monitoring, but I need to make sure I know more about the process. So, you know, the next time we do a town hall, you know in a year's time, I can say, though, here's how we've address those concerns.

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Yeah, that's a great point right that's that's the one thing I think I can contribute. You guys just got this nail on curriculum, running commission was like, all right, I know everyone's on the same page.

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Everyone wants the same thing. Everyone's listening, so it's been hard to find where I can contribute to that. So I think it's really going to be this down the road thing and I.

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Courtney if it is possible to. To do that, you know, I'm not suggesting all the commission needs to do that. I think that's just something I personally need to do.

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You know, even if it's a matter of just calling the sheriff. I know how to reach Tyler and I can say hey, do you mind if I invested in a fly on the wall I'm on this commission.

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There's a couple of things to keep in mind is agencies are separate from academies. So shares, although they have some purview over what's happening in the academy most academies these days are regional, so they're not one, Unless you're talking about

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Denver does their own aboard as their own but most others are compiled for basic Academy are compiled of a whole bunch of different agencies in one room so they're getting from my experience going through Academy. You are a deer in headlights, because you

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you are getting so much information for, it's like college and I have a four year degree college on steroids, you were sitting in the classroom, unless you're doing skills for six months.

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Taking weekly tests getting law fed to you all day long. And then every once while you're getting out for scenarios and things like that. And I think it's important to just be realistic about basic Academy expectations, not only on the academy instructor

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but also on the recruits there, honestly like getting so much information, they also don't want to be killed with PowerPoints because that's pretty much what they get.

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So, I think.

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And I've heard it said by other commission members,

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the most bang for your buck maybe through it service because that's where you have seasoned officers who, you know, these Academy, they have no idea what they're getting the I mean you literally have no idea you've learned in the academy and the new field

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go through field training that is up to 16 weeks.

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And you are honestly it's a gush of information and you're just trying to survive and go home at the end of the night.

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And so, what you just said is very useful information to me. Something you clearly know, just as you have some grained in you, that Janet clearly knows you know how.

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Yeah, yours I think what we will we can probably do is ask the Academy's if they're open to that some will be some won't.

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I don't think post, we try to not influence academies outside of our purview.

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Because we try to keep really good relationships with them and some just are going to feel a little bit more like oh this is our space and somehow I'm sure will be really open to the idea would more than welcome anybody to come and will frame it in a

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way that it's not a criticism or.

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it's not a criticism or. Most people tell me I looked like an old copies let himself go yes,

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you know, a disruptive influence. I'm not going to say anything it's really just sit in the back, and observe and, you know, get at least a taste for what you know you've gone through the whole thing.

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Janet has gone through the whole thing.

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Both those probably trainee and the instructor.

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I think I need to at least get my level up so I can understand a little bit more what everyone's talking about like as an addition to agency academies We also work a lot with Community College academies which are Community College settings that go the

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entire school year, so they're not. They're not nearly as condensed in terms of time, and the requirements are very different, you know, and most agencies do full very comprehensive background checks including polygraphs before they hire you can even

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put you in an academy, community colleges don't do that right so very different, very different playing field when you're talking about community college peace officers who are certain become certified from and not any better or different or any better

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or worse it's just different.

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In terms of where people are pulling from so you look at Tableau Community College. They run a very different program during a very different training then when you look at Denver, or liquid right, or even quite blob PD public media and public Community

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College there's, there's two quite different. Quite a bit yeah so poor Jennifer has been waiting so patiently at their hand up.

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The blood. That's not your fault Josh you had good job the small group.

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No you please. That makes me really excited.

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I'm hoping I was speaking a little for you to Jennifer because we're, we're the ones here that don't have that background. And, you know, the, I would say, 75% of the people calling in on the town hall.

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Are you know people that we're supposed to be speaking for So, yeah, be much more knowledgeable. You know I could have answered every one of them that's like, yeah, we have talked about that we're addressing that every suggestion you're making is being

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listened to, but I think I need to educate myself better on what all the officers on the, the commission, you know do for a living.

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So, I can contribute better suggestions for at least you know, in a year's time. How are these implemented like, Oh, this was received really well, that appeared to be falling on deaf ears, how can we improve it.

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Or, this was in the death by PowerPoint drink from a fire hose stage.

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It just sort of came in and out, or is the best we can hope for this stage, like, oh, but then I saw reinforced and and service.

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And he I remember that from Academy.

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I think I just to be useful for what I'm supposed to be here for I need to see more of what you do.

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There is the questions but I jumped on but I want to wait till Jennifer has the chance to know I would rather you talk about Joshua's question actually okay so the question I heard was, if the commission can visit academies.

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Is that correct.

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Okay. So essentially, that is the rule of post in the subject matter experts, the committee's that we have

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part of us being a regulatory body is ensuring that academies are meeting the post

standards. So the manual that we have is full of post roles. And in there, we call them standards but their post rules.

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So, Essentially, we do audits and inspections.

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Some of that is through the skills and some of it is for the curriculum.

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So, there are times when, excuse me, we are reviewing curriculum, through more of an electronic on it like looking at lesson plans and things like that and then there are other times where we show up at an academy.

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And we audit classes so what that would mean is either post staff, or curriculum SMEs like Janet, or her committee members actually go to a class sit through the class.

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And watch observe the class after they've requested a copy of the current lesson plan. And then afterwards meet with the academy director in the instructor.

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And so, that is, that is what we do for anybody outside of post to do that is not appropriate.

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Because it is a regulatory function.

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That is why this. This condition is going through post is to ensure that the training is implemented.

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And so I'm hoping that that makes sense. Now, that doesn't mean that any private citizen can't go to a Law Enforcement Academy and talk to a director and ask what they're doing, or ask how it's going, or those kinds of things.

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It's honestly up to the director, if they want to allow somebody to sit through a course or what they want to provide.

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So I would say community colleges are probably going to be more open to that kind of thing than an agency would be, because a community college is like a public institution.

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but truly

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down is one of our roles is to ensure that training is being conducted according to our rules, and so I'm hoping that that makes sense. Part of though the commission going on for more than just past February is for you all to have some input and feedback,

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beyond implementation so that we can help provide that information to you about how it's working if there are issues what's going well.

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And I think the commission and posts need to work together after that to figure out what's the best way to make that happen.

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In, does that make sense.

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Sure.

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You can you just told me off hand which community colleges are have like the significant training programs. Let's just say, Denver Metro area. so we have half of our academies or Community College.

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So half of them are agency and half of them are Community College. The list is on our website so we have almost, we have 3534 academies right now. It doesn't look like 34 when you look at the list because we count a basic Academy separate from a reserve

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Academy separate from a refresher so one agency might be doing three, you know, three different academies we would count that as three academies not one,

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but in the metro area there's a ton of them there's front rate. Front Range Community College.

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That's a little outside the metro but there's Arapahoe Community College there's

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the one that I get confused with Front Range which is actually Red Rocks community.

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So Red Rocks Community College, and I'm Arapahoe Community College. Aurora.

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Aurora Community College games is in Greeley I don't consider that for.

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Yeah. So, um, but uh we're Aurora, yeah.

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I got, I got a friend who's a department chair at Arapahoe, and maybe he can make you know just talk to us.

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Yeah supervisor and make it a very informal thing Hey Sure.

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And I think part of why, you know, it's like, we, we want to encourage transparency for sure right and we want community input, at the same time because there is so much expertise that goes into law enforcement training, the regulatory body that is looking

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at it needs to understand, law enforcement training. So, there's a balance there and I hope that that makes sense and I hope that that will absolutely.

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Okay.

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I'm trying not to make waves I don't want to forget. Oh and no, you're not at all I'm just trying to let you know I could be a better contributor to what we're doing that's the measure.

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And, and you're not making waves at all I wanted to make sure that I gave you an accurate.

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I work in science and law and accurate specific data. There's no good news or bad news, there's only accurate and complete news. So, the more you tell me the better so that that actually gives me a better focus of, you know, for some of the stuff I was

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I was thinking in terms of like what some of the officers suggest early on like hey guys can come on right along, things like that that's always you know you know funding educational, but it's a very different process than.

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Hey, I just want to sit at the back of the class and see how this is taught, understand it. So I think the community college route is the best suggestion because I can do that informally, through people I know already.

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And then, you know, I, sounds like the stuff with individual share from police departments is more up to that that's that's not curriculum that's more like posts or not posts or in service.

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Well I mean the sheriff's departments in the, in the police departments they have the exact same academies, they're running me it's they run, you know, their, their requirements are the same as a community college.

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It's just that my experiences that if you go to an agency.

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They.

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It's not that they won't be transparent with you.

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They may be just as open to you sitting in a class. My experiences that when you're dealing with the public education system they tend to be more. Yeah, come on in, you know, then maybe a law enforcement agency, and it's not that law enforcement agency

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is hiding anything, it's just the nature of it, though the public education institution just, you know what I mean it's just two different entities, and everybody tends to freak out one day someone's in the class observing.

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Like, what are they observing rain. Now that that's my own reaction when something like that goes on. One thing that is also something that could be considered too is that as you are building these objectives or outcomes into the curriculum.

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You know, I think you've. We talk a lot about doing more scenario based learning, and if it's something that you're interested in, I know that there's been some debate over how scenario should be run and who should be involved in the scenarios but given

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that you have personal experience with some person with disability. You could also as a community member offer to help with scenarios. I'm sure at that program, and so and that would be a way for you to know how it's being taught.

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That's a great idea. I actually had to go through that training, 30 years ago when I was working with a program with the street kids, and that was like the first thing of establishing communication arm's length, how to speak with that level of

voice that

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kept them com it's sort of like training skittish horses, is they say you have to look at everybody.

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I found that also works with really obnoxious teenagers

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that streets, you know, they said assume everyone's on drugs. Everyone does are like wow, that that that's been one of the most useful things I had in my army escalation me oh my god when I parent of six kids.

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Yeah, I had four teenagers in the house I'm like, this was like what was coming back to me, but also my youngest being autistic. That's frequently, how since he was very little.

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I've had to just always approach him.

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I level level voice, you know, constant verbal contact, and it's a much more effective means of controlling the, the situation than you know yelling and ordering and now being physically dominant, because that sets them off and.

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And I think the group has been discussing, you know, that approach, you know, getting getting that in early.

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But that had nothing to do with having an autistic child that was just a benefit from my past that became very useful when I discovered, you know, that was the problem with my child.

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And it's really helped bridge, a lot of the gaps that we couldn't get through, you know, just, if I can reach him. We can get him that's it's not quite half the battle but it's a long way.

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And I think that's that's what a brief now 11 into this curriculum very well. So I want to understand it now better from the law enforcement side. You know what they're seeing what they're being taught.

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And then, you know, from this group I think we can continue over the next year to, you know, improve on what would started on.

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Sorry I'm not be open monopolize so much of the conversation today.

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No, I think i got us further down the road.

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Jennifer, what would you like to add.

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Yes. Hi, I'm just going way back I was just curious, you mentioned that, that different instructors teach different classes I was just wondering if we should duplicate resources.

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I am I am.

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I was just thinking about that this morning as a matter of fact, like, there's a tendency for like the basic law is and as I said it should be taught by people with some legal training or understanding it's not always all taught by the same person but

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but chances are, whoever is teaching Basic Law is not teaching a tactics class.

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And so we got a little bit of pushback on in the curriculum, but not really push back but a question in the curriculum committee, when we talked about this last time last month, I guess

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that. Why does it need to be in every class Well, we've I've said this to you guys and I think you, it probably came from you guys. It needs to be reinforced it needs to be reminded, it needs to be applied in a different context.

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And until this morning it didn't really occur to me that. Another reason is the same guy that taught it last week, and included it beautifully in his or her class is not the same person teaching this week, who is struggling to figure out how to include

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it in their class. So, it needs to be repeated. Because it reinforces and repetition is always a way to reinforce information, so that it's retained.

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And so, I am duplicating or, you know, and if you look at the curriculum, you'll see that, like the criminal justice books are a resource for multiple classes, and this stuff can be as well.

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And so, yes. I don't know if that's the answer to your question but yes, there's repetition. Yes, there's, you know just throwing the word disability or disabled community or disabled persons with disability whatever throwing those words in multiple classes,

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keeps it on the radar at least, even if it's not the most significant aspect of the class, it's just a piece.

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It's still.

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Is that is that what you're asking.

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Yeah, and what you're saying makes more sense in terms of what you know we've been hearing from Chris and Shannon in terms of like a train the trainer model.

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And

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I don't know if it's outside the purview of this group but I wonder if it would be maybe more effective to, to,

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to train the trainers, you know what I'm saying like they've been trying to explain that, as Catherine just said, probably isn't the mission of the curriculum committee.

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We.

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Our mission is to tell them what is agreed.

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Is the content, they need to cover in a class.

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And we've never and not that we couldn't in the future get into qualifying instructors or certifying instructors or whatever that maybe something happens way down the road, but currently post doesn't do that.

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And there are a few classes, for instance,

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I think it wellness or or casual tactical casualty care where there is a requirement that the instructor have certain training, like paramedic training.

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And the marijuana class requires that they have gone through marijuana one on one.

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I think or whatever is related to that. So, there are classes like that. But those are the training is established training. So that might be one of those tertiary goals that we talked about earlier.

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If there becomes a part of the service was more likely that the Commission offers some sort of training to teach people or teach the academy directors or something that could be down the road but right now, that would be hard to implement right now.

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Okay, not a bad idea though, what we hope is the source material educates them.

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And what I see.

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Most of the time I couldn't swear that it's always, we, we get the resume of the instructors who are going to teach the class. And there is a rule statement in the rule that they be qualified to teach it.

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So, for instance, you wouldn't have a traffic guy, teaching

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and interactions with special populations.

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Unless he's had some training there.

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And most academies are sensitive to that. So when we look at a resume, it's like, oh yeah you've had classes in this.

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And that's about the extent of it.

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Okay, great.

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Also I would suspect that most academies.

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Most instructors and academics have volunteer to teach.

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I guess if they're on staff they might be told to teach something but I think most people want to teach what they're teaching.

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And they also outside like dh offices going to teach you know you have people who are linked to the horsemen that that teach because some of that stuff is really intricate like, you know, charging juveniles, and how juveniles are handling the criminal

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justice system typically gets taught from different people than somebody who's teaching you know the the range.

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All right.

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So, shall we take a look at interactions.

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Well, Jennifer wanted to talk about anti bias, the content for and Tobias.

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Yeah, like 11 sources and then I kind of got little down to two and I wasn't sure if they weren't, if I'm not finding the right kind of sources.

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If sources are fine there's just certain. First of all, we can't put.

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We're actually going to cut some of those those training keys which are impossible to find but like our discussion last week.

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I've lost my train of thought.

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If it's old. If it's not easily available.

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A couple of your, your things were only. Well, thankfully, apparently either you paid for them, or you were able to download them.

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And some of the things want one I forget which one it was cost \$12 to download.

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And I thought we'd better show science. Oh no I don't know which one it was but believe me I looked, I spent at least eight hours yesterday going through all these things and reading this stuff so it's kind of blurry some of it.

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No, I apologize for that. No, that's exactly this definitely went through too so like, I understand.

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So, I see if I can find your source its basic Academy sources right here there's a file put it in the chat office, I don't know if they're gonna link or what's going to happen I clicked on.

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I downloaded most of the folders yesterday.

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I can just have them and this was the list of the hyperlink for transfer. Oh, I should have downloaded it so

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for instance just looking at the titles here. Black disabled and at risk is a newspaper article or a magazine article from the nation that belong, I think, appropriately belongs in the toolkit.

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So that is my distinction was what could be listed in the tool kit. Under that that class that they can read.

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And, but it's hard to find. It may disappear.

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Eventually, it'll be behind a firewall or a paywall.

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Something like that. and what is especially the stuff from arc.

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There were several organizations that had really good material that's probably going to be available on their website for a while. and that was where easy links to add.

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So that's kind of my way I went about it.

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Okay, so I added improving police interactions. That was really good.

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That was a really good article.

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And then I was question, questioning the router men foundation because that's one of those entities that we have to be careful of because we don't know what their political if they have a political

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agenda, or if they're

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presenting a bias or something like that. So, I put it in there but I took their room and foundation, out of the name of it. I think it's I read it and I thought it was pretty balanced and useful.

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But then the others.

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Police attitudes towards IDD disability missing from violence, those all I think Go, go in a tool kit.

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Okay, let's see, they think we're talking about two different things. I'm looking and Tobias disability articles.

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Yeah, I had a list on the thing I think you and I put it in a chat, but I don't think the hyperlink.

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Oh yeah, that other lists Yes.

00:59:01.000 --> 00:59:08.000
Yeah, I think that when we start getting quantities of material.

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You're not likely to get anybody to read that, all of that.

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And maybe I'm wrong, I mean I'm certainly willing to entertain different view of that. But like the training keys when you look at there's seven or eight training keys there.

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It's like, Come on, give me an article that pulls all this together. And that's what we're kind of looking for.

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So the thing that I wanted to, I added your outcomes, your suggested outcomes because they were.

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That was the most detail on outcomes that you put in your document. So, we can talk about those adding those. But I think, Oh, you know what I just sent you the wrong thing anyway.

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This is from last week.

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Yeah I keep. I keep mixing up in my head.

01:00:11.000 --> 01:00:14.000

Between antivirus pleasing.

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And by by us motivated because it has the words is.

01:00:23.000 --> 01:00:27.000

So I get them confused. And I'm sorry.

01:00:27.000 --> 01:00:27.000

Yeah.

01:00:27.000 --> 01:00:37.000

Bias motivated hate crime, are you so is there a difference. I know that there are different but I keep mixing them up by going back and forth.

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Yeah. So I think that I'm confusing everybody and myself.

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Bias motor hate crimes is more of should be more of a legal and investigative class where this one is more of a mindset class, like this one we want people to talk about what biases, you might have.

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Are you aware of your biases.

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Yeah, so I know.

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I knew that when I was writing out that's why you guys got, like, you're getting an insight into my brain and how confusing it is because that's why I had all those folders.

01:01:21.000 --> 01:01:33.000

Cuz I have to see one thing at a time or else I get confused. Well your folders actually turned out to be useful for me So, even though last week I was thinking oh my god I gotta go through all these folders.

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It was helpful, so Okay, go ahead about that. Okay, cuz I'm just getting confused sitting here talking about this and I'm sorry.

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I don't even know what I met i don't know if i meant to have these under which one, but I'm pretty sure I knew what I was talking about so let's just move on because i don't think i think i'm confusing everybody.

01:01:55.000 --> 01:02:15.000

Okay, so in a law enforcement ethics and anti bias policing. The only outcome, I have originally original outcome is number six, about diversity and I did not I did find a better definition of disability in the ADA.

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But I did not find, and I was hoping parents could help us with that today so that one's still needs to be refined.

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And then, Jennifer, are you saying that your those outcomes that are listed here.

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Should be below, they belong and bias motivated hate crimes or here, people on why they are. Okay, I got to. I got confused by this sources, that's what happened.

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Okay, so first of all let me find where we're at.

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Because I was going back and forth again, between couple documents.

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So we're on page.

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See five of the women that you sent is that right.

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Yes. Okay.

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I can just tell everybody's trusted me just vanishing right now.

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Like, oh man,

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I've been working with her. It's not gonna work out.

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Okay, we seem to get back on track pretty easily.

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You didn't see me yesterday trying to figure stuff out. I just practice yesterday so I could do today.

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Um, so what I was hoping was we could incorporate some of these into the others, or incorporate these four into, like consolidate these four.

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Okay.

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Um, I think number two is a covered in criminal process, because we talk significant. There's been stuff added and criminal process about the ADA.

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And the requirements of the ADA.

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And that should address discretion.

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Let's see. Do we even have discretion in here, because it should be a distraction was within the police ethics the corruption and noble cause source.

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And I really liked that intro that's we're going to talk to.

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Yeah, I think you're right.

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I think you're right. I think discretion and described the word discretion isn't mentioned there and discretion is absolutely an ethical issue.

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Yeah, and that's what I think I was trying to get at. But, like I need you to tell me if it doesn't make sense because, you know,

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I haven't taken the class.

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Well I think it's bigger, it's bigger than just

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the laws that pertain to individuals with disabilities it's everyone, every officer has discretion except where there's a statutory mandate to carry out their duties

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in a certain way.

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They can choose revenue reasonable. Mm hmm.

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So,

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what I think you're saying, though, is that there are some requirements that are mandating protections.

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Don't. Is that what you're where you're going with that.

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Yeah, because I'm

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you know there's like several lives in relation to people with disabilities.

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And they're not necessarily criminal.

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But

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no, I think we've made reference to that before. So my actions and civil right so you take the task of like well this isn't my problem.

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Or you could take the tack of, maybe I can help this person out by understanding where they're coming from.

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And

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you know what I'm saying, and I'm advocating a little bit. Instead of just walking away, or if it's a criminal thing. You could just say well this is like the letter of the law.

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Or you could say, Okay, I understand that this person has disability and their disability may be impacting the way I'm perceiving them.

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So maybe I could just step back for a second and understand the situation and figure out what's really happening before jumping in.

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I don't know if I'm expressing that right. No, you are but and I think we could remember having this

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thought yesterday, when we were going, when I was going through another class.

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But I cannot say this minute, which class it was that's that's not a problem. I mean, that, that thing is right here.

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What you initially said is not exactly is not going to ring that bell of protection that there are protections and civil and criminal law.

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And your discretion isn't as great as you think.

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Right.

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Josh, would you bring your legal mind into this discussion because

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I.

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This is not just a police thing. This is

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what that.

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I mean I don't want to invoke legal penalties, here, because that's not what we're, we're still in mindset. Right, is class right there's, there's only so much we're going to get in there going to be getting Miranda, and Donald's bunch of cases thrown

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at them.

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You know the same stuff we had in first year law school.

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And, you know, we didn't have to worry about, you know, the safety of the people were applying this law to that was all on paper, and it's it's.

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I'm a little concerned with the student will be able to define, you know, according to the code.

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I want to, I think this here the biggest bang for the buck as you said, is getting them aware that it exists, you know, and sort of teasing them that this is going to come up again and again in different situations as you go forward.

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You know, I, here's where I would want to instruct them.

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Keep your eyes out when you do stop and frisk when you're doing investigation. When you're doing a traffic stop.

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These things will come up differently, according to those things according to like, whether you're dealing with a person with a hearing disability versus autism versus a mental illness.

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You know, that's what I want them to be aware of here, not be able to define these are what disabilities are.

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But they should at least be told. Here's how here's, here's a variety of disabilities. And as you get trained in the specific tasks. There's going to be different outcomes and different techniques that you may imply.

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Here's where you want to establish communication, and to determine if you're dealing with someone with a disability, not necessarily diagnose what it is.

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Well, kind of.

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The introduction right and what it's talking about I think that kind of triggered me is that

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it's a mat your values that you were brought up with your morality, or word like

the ethics of police conduct why.

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And I think where that triggered my thought process is that

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police officers are really geared toward the law and lawyers are really geared toward the log for good reasons right.

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I'm not.

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I think that really gets in the way of being human, and understanding human issues.

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So this may be totally inappropriate for the world's that you guys are in for the world that I'm in. I like to connect with people.

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Kind of like this, I'm kind of a human level and say,

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I'm not going to express myself well.

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But I was trying to get a I guess you're not and I'm not saying that you're not trying to do that too I'm just trying to figure out how how this really complex topic of living with a disability

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can somehow be communicated to officers who have to enforce laws and how we can like intercept those things in a way that makes sense.

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And I'm just really doing a bad job of it. I think you're exactly right, that's, I think, our goal here is to introduce that concept of human ization that you're not dealing with a person with a disability you're dealing with a human being who has a disability.

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You know they're not. You're not it's not a deaf person. It's a regular person that has a hearing.

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You know, a handicap.

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This that subtle change that. You know my family's in the medical profession.

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You know, put into their code of ethics and conduct several decades ago it's like they become doctors saying, Oh, you've got that kidney patient and room, 22, and the heart transplant and 25.

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And they found that, that way of, even just referring to their patients to humanize them in a way that they were getting lesser care. So they forced to change where they said you have, you know, Mrs.

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Johnson, who just had a kidney replaced, you have, you know, Mr Smith in 25, who has a heart so referred to as a person with a disability versus, you know by the disability I, my first, I remember.

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You know my, my son was in kindergarten or first grade and the school was talking to me about your special needs child, it's like well I'm sorry as a name.

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Yeah.

01:14:04.000 --> 01:14:11.000

And he has an issue, but he's not a special needs child. He's Alex who needs extra help.

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But I found that the, that was the humanizing that when they moved to a different school system was exact opposite. I didn't have to explain that to him.

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It was always well here's Alex, and here's what we can do for him.

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So I think that's less about defining the disability as what I, I really liked the way this group has changed the focus to, you know, start the focus on human beings that have these variety of issues we're not going to know them all now.

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But if we introduce this concept from the very beginning. Then if the outside the seed that flowers out into in service training on the job or post all of that stuff, like, oh yeah that's right you know this human being that I'm going to encounter different

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things.

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One of our politicians is really big I'm reinforcing.

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You know you can disagree with people, but take people as you find them. You don't know what led to this situation. And I get farther by, you know, trying to, you know, communicate and understand, you know just accept what you're dealing with as you find

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them. It's the the human aspect, has taught me that you know I could be a much better man.

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them. It's the the human aspect that has taught me that you know I could be a much better man, by, by following his example, and I've seen him do that being in action, like when people from all sides are screaming at him about something that I like.

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And he's like, okay, you know, I, I'm hearing what you're saying, but let me know if this is right.

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It really de escalate tension in the room.

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People from opposite spectrum to start talking to each other as, you know, with respect.

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It's really like know that that's what leadership and command is all about. But that started with, you know, this is a human being, and I'm taking them want to find them.

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And that that's I think what we are starting to introduce into this curriculum is a very early fundamental concept that I think will, you know, each level, that the training progresses, will be reinforced and I, You know, we really impressive layer the

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the group is found Oh, here's something later boom that reinforces what we did in the earlier piece. Yeah, I guess it's just a break it up into, not an eight hour death by PowerPoint but Oh, to our lesson here.

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A week later, another to our lesson.

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That's you get both the repetition and prevent the mind of too much information overload.

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And then it just keeps reinforcing this concept of, you know, these are people who are dealing with human beings, and they're human beings to, you know, obviously have the exceptions.

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But, you know, I've known a lot of officers and most people want to the pillars of the community that we expect.

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So this, I want to, you know, I look at a term like able ism, that's something I'm still learning.

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So this, I want to, you know, I look at a term like able ism, that's something I'm still learning, just because I become friends with the, the new state representative that is the first person wheelchair ever to conduct business on the legislative floor.

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And he, he does a lot of, you know, posts and talks from that term and.

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And I'm realizing that that's a common term in the disability community that is almost completely unknown outside of it.

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So I want to avoid.

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You know, sometimes it's it seems like a conflict term like an accusation. When it's meant in a different way. So I want to.

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I want to be able to, you know, teach people what you know you're, you're trying to get out there with the define terms, without feeling like they're being attacked.

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I want to empower the officers not in a blame them.

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Because I think I've, I've had to learn that from a friends perspective. And I don't think I would have been able to do that if I didn't know him, and really want to understand what he was talking about.

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If he was just a politician that I didn't know I'd be tempted on Twitter to go oh you know stop accusing people of this. So, you know, if I'm coming at it from that perspective how how difficult as that format for other people.

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So, you know i i agree with the idea I just want to get language in there that encourages and empowers the young officers, without making them feel like they're under, you know, to learn the attack.

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Yeah, I think what I meant by that is,

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and I understand that there's a lot coming at people and I guess I try to teach things the way I learned them, and kind of my own.

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I guess coming to terms of my own experience at disability. And I agree with you that those weren't terms that I just knew.

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I think that when I was trying to convey is that

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just that within our society that

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no people don't have.

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I'm not going to do a good job this morning so maybe we should just move on my brains not there.

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With the idea though one daughter who's like very active in trans rights, and she's constantly on my case like, how dare you use that term I'm like, you know, I'm still.

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I'm still trying to understand these things, you know, but you know me, I'm, I'm an ally, but I'm also old, and I have, you know, terminology, and you know her.

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She works with to be patient because she doesn't have to attack me. You know, I'm, I'm supportive, but, you know, they have to give us a little slack that, you know, we may not be up on the correct terminology agree with it, but we agreed with, you know

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that human ization that we all want the same things.

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So, it means that when my brain is or chemo, which apparently I might have been one of those days when it's working well I tried to do the same thing.

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All these factors, you know, from the first day of the commission I just felt that everybody has the same goal. There's no like oh, you know, the parents and the disability reps need to balance the officers at the selection of the committee impressing

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me from the first day, you know where several the officers one even is a disabled person others have disabled children just like me. They could be speaking to these issues as well as I can.

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And everybody wants the same thing and to avoid. You know the horrible outcomes in the news that

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our state rep came to talk to us about so

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I want to be able to deliver this in the most easily digestible way that we can keep building on over the next year. We're doing this.

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Okay, while you guys were waxing philosophical there I was, which was helpful to me as I rewarded Jennifer's outcomes to make them to either combine them or alter other ones in this one, or just to be added.

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I deleted the first one.

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And I changed the second one, to say the student will discuss the application of discretion and enforcement of civil and criminal laws against across various groups and individuals, period.

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And then I said, The third one is perfect.

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I would leave it.

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And then the fourth one I would I only change one thing I took out, it's helpful because you don't want to give anybody wiggle room not to use it. The student will define terms such as able ism etc and examine cultural biases and beliefs because so that

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one, I just changed, learn to define.

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Because I think those three together, car will lead to number one. So number one is sort of subsumed in the other three.

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Also, one of the things we're trying to teach and I don't know if we've it we actually say this in this one, but your conversation, made me think about this.

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It doesn't really matter.

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What a person's biases are.

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We all have them.

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It matters what they do.

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And particularly, police officers as agents of the government are particularly under the microscope in how they behave, not what they think or feel, but how they behave.

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And so, the discussion of this discussion which I'm, I was amazed is not in here, because it should be that this is where that discussion should take place.

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discretion is encompasses both of those things like, why did you write this person a ticket and not that person.

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Why did you write five charges on this person's ticket.

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And you wrote this one for the lamest possible charge that will get dismissed immediately.

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So, all of those things are discretion.

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Whether they.

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So we want to surface that discussion in this class.

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If we can include all the sources.

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Oh no, that's a different conversation that was I put this into here somehow But anyway, that, that pleasing equity came out of the child situation, and the May has a TED talk that is so great and it says exactly what you just said it was quite good.

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Okay yeah I did see the Paul trial, that's the one that starts Paul trials that, I mean it's the beginning of it. I don't have your that other document up in front of me right now.

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Okay. Okay. I'll put that in because that's the one thing we have to be careful of. And all of those videos from San Diego that Christmas suggested, which are really good I've watched several of them now.

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But they're like 10 minutes long, and I don't know, they're eight of them I think, well, we don't want to give anybody the excuse that the only thing that had to do in their class is play videos.

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We want to give them as an opportunity to learn themselves, or to use portions of, but it doesn't hurt to, especially like I said earlier, if there's a link to it, they can easily click on the link, and and look at it or or show part of it.

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Then, absolutely. So, I will add that one. In fact, I'll just make a note right here.

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Yeah, it was really, it was all about my friend sent me because he was like an NPR like the day after our town hall and she's like oh my gosh you better listen to this.

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And it was exactly what you just said it's about how we'd like to villainize police officers, and that doesn't make sense because we have to look at like the structure of it and it's like what you do matters way more than what's in your head, and it doesn't

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make sense to try to get in someone's head accuse somebody of racism, it's like, we have to change the situation that people are in.

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Okay. And I'll watch it, too, but I'll add it as a link. So, do you guys, are you

guys generally in agreement with the changes that I made here in these outcomes and read those are excellent

01:28:04.000 --> 01:28:06.000
suggestions.

01:28:06.000 --> 01:28:07.000
Okay.

01:28:07.000 --> 01:28:15.000
I might I might put them a little some one of them, the discretion one I'm going to put a little earlier.

01:28:15.000 --> 01:28:23.000
Because it should be early, early on in informs the rest of the discussion, I think.

01:28:23.000 --> 01:28:24.000
Okay.

01:28:24.000 --> 01:28:35.000
And I guess the only other thing I would say which is going to complicate this more, as I don't know if you saw Kevin's memo about the ADA stuff.

01:28:35.000 --> 01:28:38.000
And then read it. It's really bizarre.

01:28:38.000 --> 01:28:52.000
It's really mine It's really scary, but what he's getting at is kind of what I try to explain is that the ADA is lot more complicated than just reading ADA.

01:28:52.000 --> 01:29:08.000
So maybe we can at least include there's like this one small video that I have that is like explains like purpose of the ADA versus just reading it, and trying to apply it.

01:29:08.000 --> 01:29:19.000
Would that be okay. Yes, certainly. Um, do you think that should be in crumble process where we have said.

01:29:19.000 --> 01:29:28.000
The student will explain the protection afforded to persons with disabilities under the ADA. And then I added

01:29:28.000 --> 01:29:38.000
commonly asked questions about Americans with Disabilities Act and law enforcement from ada.gov website.

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Do you think it should go. The video should go there.

01:29:41.000 --> 01:29:44.000

Or should it go.

01:29:44.000 --> 01:29:52.000

If we're going to have the same source material like you went like we were talking about I think they everybody should know that.

01:29:52.000 --> 01:30:06.000

Okay. So, under the theory that different instructors are teaching different classes, so it would be helpful in multiple places. Okay. Yeah but like i i'm just way like you said that there's going to be this insane list of resources and nobody's gonna

01:30:06.000 --> 01:30:17.000

look at any of it. Yeah. Yeah. You know, I think, what do I put I would hope is that an instructor, if, if I'm assigned and class to teach that I haven't taught before.

01:30:17.000 --> 01:30:29.000

I will look at all of the source material required and recommended just educate myself, just to get an idea of what post had in mind.

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With this class, but I don't expect that is really what's going on.

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Equally be like effective.

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No, I think what you just said, add it to all these classes.

01:30:48.000 --> 01:31:05.000

We're going to have to have conversations, I think, post is with the academy directors over this, there's, there's no way we can just throw this out there into the academies, and expect everybody to understand the purpose of it.

01:31:05.000 --> 01:31:11.000

The intention of it that requirement of it.

01:31:11.000 --> 01:31:26.000

That brings up Janet Sorry to interrupt is though it's fun. When I made you because I need to schedule my next Academy directors meeting so maybe what I'll do is schedule it after that, I try to do them right after the board meetings, so that I can update

01:31:26.000 --> 01:31:40.000

everybody on what's going yeah, especially after the I try to do them after both board meetings where we have work sessions to give everybody an idea of what's really going on so maybe what you, what I could do I usually have you come to do an

update

01:31:40.000 --> 01:31:51.000

on what the committee's doing that maybe what we could do is also do like a dedicated, agenda item on this.

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You could be there.

01:31:54.000 --> 01:32:11.000

I mean, I usually ask you to be there anyways to update and correct yeah no I'm, I would be fine with that. But then what I could do to is just update on what the recommendation was with the board adopted, because I've already given everybody a heads

01:32:11.000 --> 01:32:21.000

up that this is coming out of the academy directors, yeah. So I'll start working on that setting up a meeting and sending out invites.

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Okay, cool.

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I need it but I love a good fight.

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Hopefully it won't be a fight.

01:32:32.000 --> 01:32:38.000

So what is the name of this video. Are you going to send it to me. Are you going to post it.

01:32:38.000 --> 01:32:40.000

Or is it posted already.

01:32:40.000 --> 01:32:43.000

The one you were talking just talking about.

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I can try to find it, I have to take a break really fast and we'll be right back.

01:32:48.000 --> 01:32:54.000

Yeah, I wouldn't mind having a break to set okay with everybody take five.

01:32:54.000 --> 01:32:55.000

All right.

01:32:55.000 --> 01:32:56.000

Do that.

01:32:56.000 --> 01:33:26.000

I meant to say that earlier.

01:38:21.000 --> 01:38:23.000

Get a snack.

01:38:23.000 --> 01:38:31.000

So I did some almonds, almonds, I love Do You Have you ever had the wasabi omens. Oh my god, I love those was.

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Yeah.

01:38:33.000 --> 01:38:36.000

Hold little candles, sitting.

01:38:36.000 --> 01:38:47.000

I know I do they come in the big back yeah they if you can find them at the store they'll come in a big bag but most of time I can we find them in that Tim can.

01:38:47.000 --> 01:39:17.000

Yes, I can. I don't know that I've ever said can't be the, the shelf is so high at King supers I can't see it for sure but, gosh, I've never seen them, they must go fast.

01:39:19.000 --> 01:39:23.000

anyone to do that.

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But I'm sure they don't want you to either but sometimes you just gotta yeah you're in a hurry gotta get out. Yep.

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Alrighty, we are back.

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So I put a note here to add that video.

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And

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when you go to a link or whatever.

01:39:56.000 --> 01:40:00.000

Just go ahead and post that I guess in the chat maybe.

01:40:00.000 --> 01:40:03.000

Yeah, I'll try to find me now.

01:40:03.000 --> 01:40:21.000

So, I'm coordinate Do you want us to have this ready for today. Today's meeting this afternoon. That's totally up to you and there was a part of today's meeting just to kind of go over what you guys have been doing there the meeting agenda is not super

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tight in terms of, there's not a lot to discuss you I just haven't been together in a while to discuss anything as a group.

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Yeah. So the first part of the meeting today is was moved to in service because our training coordinators there so people can ask him questions about and services delivered.

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And what purview post has since I know there's that's been up for debate and even though Kathy and I have mentioned that several times I think it's important for you guys to hear directly from the training coordinator at posts about what that looks like.

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Yeah, that's a good idea.

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So there's no presentation plan but he'll be in attendance for people who have questions,

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and then ready. Yeah, kind of, however you guys want to want to manage it, considering that you need to get.

01:41:08.000 --> 01:41:23.000

Since the subcommittee's don't necessarily make decisions. The whole Commission has to be backing. What you're presenting. So maybe giving yourself enough time to get feedback from the rest of the commission members.

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Considering this is due in three weeks, ish.

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Yeah, I,

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I do think I would like their

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deliberative review. I'm not sure you can do that in a meeting you know when it's just real short and people are talking and you know we skip around and all of that I really would like,

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at least for the red ones, I don't. We can't really entertain discussion of everything that's already there, or, you know, is already part of the curriculum.

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Although there are times when there's a word or something that's questionable but at least if they could really look at the things we've added, that's in red for next week, that would be really helpful there so after today's meeting you'll just update

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your document from today's meeting send it to me and then I can send that out I'm guessing in service.

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I don't know if they're to a point where they can,

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where they have something to share necessarily because there's again is this toolkit that they're developing, but they they worked on the lesson plans I, there's been a pretty big hiccup with the lesson plans because Shannon lost all of our documents

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then Jill was, you know, the rest of that subcommittee was unable to help develop lesson plans so Shannon has just way too much stuff going on to develop lesson plans which is not necessary for the recommendation anyways but that's what they've chosen

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to do so.

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Yeah, I think so.

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After the 28th.

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Yeah, so maybe you can all talk about that today about recommendations. I know Shannon's really stressed out about it in this.

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The that definitely is not a fun place to be in this I don't think that any of the commission members want to see another condition member losing sleep and that kind of stuff over what's happening so.

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Okay.

01:43:51.000 --> 01:44:01.000

Okay, I'm going to keep working on this and I can post it. Like on to this document so you don't have. Yes. That'd be good.

01:44:01.000 --> 01:44:06.000

Where will you post it in. In,

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the sources document or.

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Where do you want me to post it.

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I was thinking I would put it on the document that we're working on. So you wouldn't have to go through a bunch of work.

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I would rather you put it in the sources document because it's going to be applied to several classes, and you've got like you've got your, your folders in that document, but down at the bottom, you've got your curriculum note.

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So just put it down there just put it in the folder, but not in one of the sub folders.

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If that would work.

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It's going to be a link right.

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Yeah.

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You make sure I understand you know you'd have to put put a Word document with the link and

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I'll figure it out.

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have to do it if you if you just tell tell Courtney, what the title of it is I'll find it. I'm pretty good at poking around.

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Okay.

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I have so many things on my desktop right now for this it's like crazy

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folders and then they get lost. So, my son is a college professor and he looks at my desktops on both my desktop computer and my laptop. And he says, What are you doing, how do you keep track of anything I said well they're in progress.

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That's why they're there.

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Leave me alone.

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Don't know everything.

01:45:54.000 --> 01:46:01.000

OK, let's go to interaction with special populations which is on C 26.

01:46:01.000 --> 01:46:11.000

The first of all, the two comments at the top I think we can delete, because we've incorporated them.

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So I would suggest deleting those.

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So we added

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the disparate impact. And I think this.

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So under three, maybe see, I think, Colorado statutes was either Christmas or Shannon, I'm not sure.

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And I feel like this a little vague.

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I think it was me, I think those are all in Kevin's memo.

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Oh, so he might list the statutes. Yeah. Okay, well that would that would be useful, actually, because that was one thing we needed to know and we asked for a while back so.

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Okay.

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I'll leave it. Then, and we'll I'll see if I can make it more specific.

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And if you want I can trade it go through it and like, just make a document of all the links he has in there.

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Oh, that'd be great. If you have time to do that. That'd be awesome.

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Okay so six is.

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I just added yesterday that was sick was in a chief Gordon's initial summary document input document.

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I thought that was just almost verbatim. what he said I thought it was good.

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Yeah.

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And then we had the panel discussion as a note we that we thought they should do a panel discussion. So by putting it here.

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And number seven we're basically saying you will do a panel discussion.

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So

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I think that we should still haven't heard back on, if we can deliver that and I asked Julie, and she told me she would have it by my weekend, and she's still working on it because our server crashed.

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What do you mean deliver them.

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Like,

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I just sent an email to one strong voice, like, trying to get resources.

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After the call, like, one strong places like our policy thing where we talk to each

other.

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all like one strong places like our policy thing where we talked to each other. It wasn't everybody a townhome but it was people that we touch regularly.

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And I didn't really get a response, which is kind of normal.

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And I was just asking if we had the capacity to like do a panel type discussion, and that it didn't turn into I was hoping it turned into a big discussion that wasn't really relevant.

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So I asked Julie for help, and she said that yes we can help she wouldn't get any resources to help with everything in the curriculum, she would get me an answer on the panel thing but I haven't heard back from her.

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So I'm still waiting.

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Well, that particular thing is going to be specific to academies I think we should provide in the toolkit.

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A list of agencies that they can reach out to, just like we do for risk assessment really talk about Nami and and different, different groups.

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So I think we can do that but if you're talking about the Mancos Academy down in southern Southwestern Colorado.

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what, how often does miracles happen again.

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Well, once or twice a year I imagined I answer this. every, every Academy is different Jennifer, so some most academies run a spring and fall section, but some of them do summer sessions, some of them do three times a year, some of them go once a year,

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it completely depends, and they all go.

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They used to run really synonymous Lee so like most of them would go all about the same time, but once covert hit net they're all going at different times now so it just kind of depends.

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Okay. Do they have a schedule, or is it not.

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We have to approve every single aspect of every Academy we look at every hour. And so yes, we have a schedule for every Academy, that can you share it.

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No, I don't know, we don't have it until it's time, basic right so what about something like public, it's, um, I'm sure if you wanted information about an academy you could request through the academy with our schedule is.

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But if you wanted, like aggregate information like. In summary, how much of this is occurring or how much of that we can give that information we can't just give you an academy schedule.

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All what I'm trying to figure out is like if we, if we're writing in here that they have to have a panel discussion with a diverse array of people with disabilities.

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sure, if we can actually help with that.

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Yeah, so it would help to know like where the academies are and how often they are they so they're all over the state of Colorado.

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Anywhere from the Durango area which is an eight hour drive to the metro area which is you know nearby.

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And then we've got normally in the spring in the fall, we've got about 25 academies running at the same time.

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But their schedules are all different. So you might have this academy running this topic right now and the one right next door is doing a skill.

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So it could be just a vast array. The other thing is, is, is most academies are going to use their local resources. So, it would be great if you could provide what you're talking about as a resource, because they will look for it, if they if they've got

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that they're going to use it right so it would probably be that if you lifted, whatever it is you're talking about for panel, they would use it but it wouldn't be

that they would always use that because if they're far away they might say okay well we're

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going to get our local people together and we'll use them for their panel like down and drink or right, well what I'm what I'm thinking just you know what I'm thinking is,

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we're connected with, with a lot of sources around the state. Okay.

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But I don't want to speak for them in terms of their capacity. Yeah, so, but I don't think they understand what you're seeing, or what they're committing to write.

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Good thing know what the panel is it's a one time thing.

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It wouldn't be an ongoing instruction right so if they did, if you have different people in different areas that could help you know that that is helpful especially if it's a statewide network.

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Yeah, the best thing you could do is, what I would like to look for in terms of being an academy director is are all of the possible local people kind of on the same page about what's being said or what should be said or what should be asked what they

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want to present. So kind of a general, I don't know, even a list of questions that a moderator might ask them, I was really helpful.

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Here are the things we want you to cover.

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This is the philosophy of the so the purpose of this. We want you to allow time for the officers to ask questions so don't just dominate it don't show a PowerPoint for God's sake.

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Go sit at two tables and talk with them individually suggest that it'd be over lunch so you can share lunch, something like that, something like that, that would give them a framework everybody a framework that might be involved.

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Right.

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urge them to volunteer to reach out to the Academy to volunteer.

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Here's what I my instinct is is like this is exactly what we want and what we need, as a community, and that we're kind of already on the same page about that, but I can't just say that and like commit.

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Like every organization across the state, because we need to get permission, so or

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she's going to be a part of that too is that it's helpful if you already have some that you know, well, and you can list those but don't feel responsible Jennifer to reach out to every organization what we can do is make a suggestion to reach out to your

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local community of organizations to ask for their participation in panel discussions, and then it's not. You don't have to confirm that every single one is going to participate, chances are they're going to want to but then it's not a mandate it's not

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a guarantee it's not anything like that.

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Okay. Yeah, it might not be just organizations, it might be parents or disabled individuals, it, you know, that are just happened to be very articulate and willing to talk to the police officers.

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Yeah and you want to put the ownership on the academies and agencies otherwise it's, it's there, it won't be long lived it will be a one time thing, if we're managing it from our level it'll be short lived.

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If you put the ownership on them, they'll have buy in and they'll have community of money most agencies have community partnerships already that already in existence of don't rely on to set this up.

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Yeah.

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But that is a good point Janet that maybe, I don't know if you're putting this in curriculum or where you're putting it. But if you are saying that partnering with community organizations for a panel or for scenarios or whatever it is that you're using

01:57:31.000 --> 01:57:47.000

using that it doesn't just need to be a representative of the organization that they should consider using the organizations to help them also collaborate with parents were individuals who are unable to participate, you know.

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Yeah.

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Yeah, that sounds great.

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So how do we need to work it to make this work and what do you need from me.

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I think we, we could probably put.

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We could. So at the bottom of this

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course list outcomes is a note that says the panel requirement must include representatives of the disabled community. The reason I wrote that was based on our conversations status, not just other cops, talking about their experiences, it's people who

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have lived those experiences.

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lived those experiences. So, I could say something more that.

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But, but I think that this is more in line with what we normally would say, and then in the toolkit, we could provide a list of organizations that are widely dispersed across the state, that they could reach out to and put it literally as under interactions

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with special populations panel requirement and give them some information there.

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Okay, I know I'm putting a lot of faith in the toolkit, and that it will be used, but I think when people see this and we can certainly push it at that meeting that Catherine was talking about earlier, when they see the all of these new things, because

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they will get a document that's read as well.

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So it's going to have a lot of read on it.

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And they're going to be sort of poleaxed about what, how to do this. They're going to like, I think the idea that we're also going to provide them that toolkit.

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Whether they use it every time, whether they use it to initially create their lesson plans and don't need it anymore.

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I mean, we really can't say I mean you, you really hope that when people become more knowledgeable they seek out new and updated information on their own, not being just dependent on us

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to help.

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We got a little bit of time on in terms of the toolkit, the resources there, because that doesn't have to be submitted to the board.

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Well at least so far, and a little bit less stressful is going to get into the minutia about what's in the toolkit they just want to know the tool kit of resources is being provided.

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Yeah, yeah.

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And they can make the connection to we've already done that with these other classes and that sort of thing is already provided on the post website.

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And I think part of your agenda this afternoon is talking about what the deliverable is that was Christmas that was the chairs word. What are you going to be presenting to the board and services already come up with their structure, so I have to make

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it cohesive

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and aligned to you I mean, you guys will have to make it cohesive and aligned, between the two subcommittees as one commission.

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But just consider, consider that.

02:01:27.000 --> 02:01:32.000

For this afternoon's meeting its purpose.

02:01:32.000 --> 02:01:50.000

So it's 11 now. Do we want to push through because we need to talk about this one and verbal communication that we want to continue or do we want to just leave it as is.

02:01:50.000 --> 02:01:56.000

How long do you think that'll take because I have something I have to do in between the meetings.

02:01:56.000 --> 02:02:04.000

I know I want to go to the gym in between the meetings.

02:02:04.000 --> 02:02:14.000

I think, I think an interactions with all the rest of it is pretty much what we already talked about.

02:02:14.000 --> 02:02:30.000

I added the sources, that's the, the majority of what is different is the sources and taking out like Christmas says kind of things.

02:02:30.000 --> 02:02:35.000

I added something, so maybe 10 more minutes. Is that.

02:02:35.000 --> 02:02:37.000

Can we do 10 minutes.

02:02:37.000 --> 02:02:38.000

Yeah, I think.

02:02:38.000 --> 02:02:44.000

Yeah, I just I would also just like to respect everybody's time it's already been two hours.

02:02:44.000 --> 02:02:46.000

If you guys feel strongly about it I can.

02:02:46.000 --> 02:02:53.000

I just have I have to do something in between two meetings that I have to get done so

02:02:53.000 --> 02:02:55.000

it doesn't count for quorum.

02:02:55.000 --> 02:03:04.000

For the one o'clock meeting. If I'm muted, with just my picture on there but I'm was slow.

02:03:04.000 --> 02:03:14.000

Yeah, okay, as long as you are president, and you say that you're there during roll call. Okay, He's going to do.

02:03:14.000 --> 02:03:15.000

Awesome.

02:03:15.000 --> 02:03:20.000

Okay.

02:03:20.000 --> 02:03:35.000

Um, well, let's So, this is what I'm for a shoot vehicle contacts and pedestrian contacts I added a document from New York.

02:03:35.000 --> 02:03:43.000

The New York curriculum on how to identify hidden disabilities. I thought was really good. It's actually a wallet card.

02:03:43.000 --> 02:03:49.000

That could be printed and laminated for an officer to carry.

02:03:49.000 --> 02:03:56.000

And that might be the only thing that I really changed I think everything else was just cleaning up the verbiage.

02:03:56.000 --> 02:04:12.000

I think we might need education there about people who are deaf, if we don't already have it. Yes, I, well if you noticed, Um, where was it.

02:04:12.000 --> 02:04:13.000

Did I think I didn't add it.

02:04:13.000 --> 02:04:20.000

Okay, I didn't add it. There's one most favorable communications.

02:04:20.000 --> 02:04:25.000

There's one where I said, There's

02:04:25.000 --> 02:04:32.000

content in the file on

02:04:32.000 --> 02:04:33.000

communicating with the.

02:04:33.000 --> 02:04:43.000

There's Christmas put a couple of really good documents in there.

02:04:43.000 --> 02:04:52.000

Not going down to it quickly enough.

02:04:52.000 --> 02:04:56.000

Which one is vehicle contacts, which page.

02:04:56.000 --> 02:05:06.000

Well it wasn't under vehicle contacts it's under verbal communications, which is

02:05:06.000 --> 02:05:16.000

when you do a search here,

02:05:16.000 --> 02:05:25.000

verbal communication techniques is see 58.

02:05:25.000 --> 02:05:32.000

So I added communicating with people who are deaf or hard of hearing the ADA guide for law enforcement.

02:05:32.000 --> 02:05:40.000

And then a first responder tips for interacting with people with dementia, from dementia together.

02:05:40.000 --> 02:05:53.000

And then I just didn't. I just ran out of time for looking for specific sources that are specific to communication.

02:05:53.000 --> 02:05:56.000

So,

02:05:56.000 --> 02:06:01.000

there's still a note there that says to add other sources.

02:06:01.000 --> 02:06:04.000

Okay.

02:06:04.000 --> 02:06:21.000

Can we add stuff about trauma informed care there. What is that appropriate trauma informed care is education about understanding that

02:06:21.000 --> 02:06:29.000

way that people have experienced trauma and it's different way of communicating with people understanding that

02:06:29.000 --> 02:06:44.000

we want brand new recruits to be trying man, that sounds like something that needs a little training

02:06:44.000 --> 02:06:56.000

room for his social workers go through trauma informed care training, therapists go through trauma informed training, It is very lengthy.

02:06:56.000 --> 02:07:14.000

In terms of the, the detail that it goes into PTSD stuff it's a lot of is actually covered in CIT training trauma informed care, but it's a broad term that is used for working with people who've been through trauma, because our brains.

02:07:14.000 --> 02:07:30.000

Lay memories differently when we've been through traumatic event events. And so it's just is a broad term that's used, but it's typically for therapists and people were really working directly, not in crisis situations with people who have experienced

02:07:30.000 --> 02:07:31.000

trauma.

02:07:31.000 --> 02:07:36.000

And I found this website from

02:07:36.000 --> 02:07:53.000

a police officer, and I think Baltimore and maybe a different state, and she did a really good job of

02:07:53.000 --> 02:07:58.000

Sounds like more in service.

02:07:58.000 --> 02:08:10.000

Is it is it best based on what all we've talked about with the fire hose of a basic Academy. Is it something that might confuse.

02:08:10.000 --> 02:08:21.000

If it's confusing or taking time from something they can actually learn to skill that can actually learn.

02:08:21.000 --> 02:08:27.000

I don't know I didn't know what Courtney just said about it taking a long time.

02:08:27.000 --> 02:08:32.000

I just thought it was more of a communication issue.

02:08:32.000 --> 02:08:35.000

It sounds like it might be.

02:08:35.000 --> 02:08:44.000

Yeah, the same type of thing as forensic interviewing of child victims were. Yes.

02:08:44.000 --> 02:08:59.000

Yes. Not that specific to training but trauma informed care from my experience of it as a general overall term of when you're working with people who experienced trauma and again, not in crisis situations where many police officers are called.

02:08:59.000 --> 02:09:04.000

I don't know if any of the last time I call 911.

02:09:04.000 --> 02:09:16.000

I can't even remember. People don't call 911 on a regular basis. It is the worst of the worst days in a crisis situation that's when police come. So trauma informed care is

02:09:16.000 --> 02:09:35.000

is more widely used in the social work, field, the therapy counseling field, not in crisis safety situations. Obviously in residential treatment centers or an adult learning facilities.

02:09:35.000 --> 02:09:40.000

There's a I think most people who are working in non crisis.

02:09:40.000 --> 02:09:51.000

Immediate situation where there's crimes and stuff going on are given trauma informed care training and it takes a variety of.

02:09:51.000 --> 02:10:01.000

There's a variety of things that all go into trauma informed care right understanding what trauma is understanding how how memories are formed in the brain there's a whole bunch of different stuff but more.

02:10:01.000 --> 02:10:03.000

I think in.

02:10:03.000 --> 02:10:09.000

See it really does go into a lot of that trauma

02:10:09.000 --> 02:10:21.000

based training as well awesome feet of counseling and therapy.

02:10:21.000 --> 02:10:33.000

What am I saying Jennifer you're wrong I think there's a lot of approaches to how police interact with all people and understanding the trauma informed care is is actually a thing too is important.

02:10:33.000 --> 02:10:44.000

But again, where you're going to get more bang for your buck in terms of the basic Academy, our brand new recruits who have no experience on the street.

02:10:44.000 --> 02:10:56.000

And so you're trying to get them the basic. And that's what's happening because you're just trying to get them the basic ways to do the job, which will be followed up with training every year in service which may be more.

02:10:56.000 --> 02:11:01.000

I mean I think even Nicoletti does trauma informed care stuff through and service.

02:11:01.000 --> 02:11:05.000

Okay, yeah, I want to be sensitive, everyone's time to I guess.

02:11:05.000 --> 02:11:27.000

Um, yeah, I just I just see how people in my family are just really different people now but they are police officers, and it's something I didn't get a chance to see the other my dad's gone through it, and obviously around an officer, but

02:11:27.000 --> 02:11:41.000

I just see trauma, like, how much trauma is in the disability community, and how much trauma. I think that they're probably going through, because their personalities have totally changed, and

02:11:41.000 --> 02:12:07.000

I see it as a big part, I don't experience it. So, well, we can certainly make sure that we've got something somewhere either in risk assessment or verbal communications that say, you need to adjust your communication style for people in crisis.

02:12:07.000 --> 02:12:13.000

And I think that that's really in risk assessment.

02:12:13.000 --> 02:12:26.000

Okay, so we could say risk. Yeah. Responding to persons in crisis or, you know, who have experienced trauma.

02:12:26.000 --> 02:12:38.000

And we could just do in service and I could just send you guys the link to what I found and you can tell me if it's working or not or not working, but if you think it would be helpful or not.

02:12:38.000 --> 02:12:39.000

Okay.

02:12:39.000 --> 02:12:41.000

Okay.

02:12:41.000 --> 02:12:44.000

Well we've used our 10 minutes.

02:12:44.000 --> 02:12:46.000

Anything.

02:12:46.000 --> 02:12:52.000

Any last words

02:12:52.000 --> 02:13:00.000

and stuff about the special populations class and the file share if you didn't see it.

02:13:00.000 --> 02:13:04.000

It might come up in the meeting of other people like to have it.

02:13:04.000 --> 02:13:10.000

Where, where did you post o spot. The. Yes, I see it yesterday, man.

02:13:10.000 --> 02:13:18.000

I want to keep working on this I don't want to just leave this here so

02:13:18.000 --> 02:13:21.000

just let me know what I can do to help.

02:13:21.000 --> 02:13:41.000

Okay.