

13:04:19 Members has their hand raised.
13:04:23 Oh, I gotta keep our eye on that.
13:04:26 I'm here to help.
13:04:29 Go ahead, Jennifer.
13:04:32 I think I just saw that somebody in the chat was asking for closed captioning, but it's on now so we're good.
13:04:48 I have not used the closed captioning functioning zoom yet.
13:04:52 If there's any corrections that need to be made, please let me know but I think it should be good now.
13:04:59 Well, I can see it.
13:05:04 Alright so we will officially be called the order.
13:05:09 Quick roll call. I call your name, Please say here. That's right, Daniel great
13:05:21 mere Jennifer Roberts we just talked to you.
13:05:24 Josh Snyder
13:05:31 can see him I didn't hear him.
13:05:35 Jill.
13:05:36 I'm here.
13:05:41 I'm here and Josh is here to
13:05:46 Atlanta.
13:05:50 I'm here.
13:05:53 Here.
13:05:55 Chris number two.
13:06:09 Here.
13:06:00 Parents here.
13:06:05 I'm here. Hey Shannon.
13:06:10 I don't see her either.
13:06:28 Okay, and then Janet.
13:06:19 I'm here.
13:06:21 Awesome. So everybody but Shannon is here.
13:06:26 And then privilege of meeting minutes and last week last meeting.
13:06:30 Is there any changes anybody need to make.
13:06:36 Okay. Hearing none, all in favor if you pick the thing and raise your hand and let them, record it.
13:06:57 Then Stephen or Kathy to let us know when it's recorded and we can put our hands down.
13:07:03 The meeting is recorded.
13:07:06 Okay, so you're good. We are recording Yes. Oh, that's not what he was asking Steve he was asking the vote.
The vote was recorded correct Chris. Yes. Yes.
13:07:21 Okay. Um, I'm sorry if everybody could keep your hand up I apologize for that.
13:07:38 Looks like it's unanimous. Yep. Thank you.
13:07:46 Alrighty, so then. Was there anybody who wanted to public comment.
13:07:50 I've received no indication from many attendees that they would like to make public comment.
13:07:57 Already.
13:07:59 So Next on the agenda was Bo and a review of the post our requirements and capacity and academies.
13:08:11 I'm joining you today from sunny Montrose and Barnes and space in a in the sheriff's office here so if you see
me off camera I'm trying to be respectful of the space that I'm using.
13:08:26 So currently,
13:08:30 no interaction with special populations is contained in three different areas of the post manual.
13:08:38 The primary our area that's dedicated just to special populations subset is two hours. Currently, There is no
dedicated in service time there in service training time that requires this topic during in service.
13:08:58 And looking at, you know, at the legislative authority of this committee posts, authorizing statutes, and
especially the part of this bill that talks about, you know, having to have to for this commission look at the
administrative costs.
13:09:18 This you know in order to keep everything equal to what it is right now not it gives you more administrative
costs.
13:09:25 You know the curriculum you guys need to develop really needs to be two hours.
13:09:32 You know, if the commission wanted to provide additional materials that academies, or agencies could choose

to adopt, then that would be great. I think that would help out the academy staff.

13:09:45 And if they wanted to adopt those areas.

13:09:48 And also same with the, with the insert us.

13:09:54 You know it I will know.

13:09:55 And I'm not sure if I said this before but Colorado currently requires 24 hours of annual in service. That's one of the highest in service training rates in the nation.

13:10:06 You know, California. By way of example. I think requires 20 hours spread over two years.

13:10:14 And a lot of states are along that line or close to that we are 24 hours so by 24 hours of the microflight. It really is we compared nationally.

13:10:26 So, you know, in that two hours, the curriculum.

13:10:32 You know, I would suggest would be best used to give an overarching set of, you know, standards or goals or training that authors can use in a variety of situations and and not so much focused on on individual circumstances perhaps that that would just

13:10:52 be a suggestion for boss because you know the reality is, you have the DSM requires for some for some situations, you know, a month, residential treatment in order to develop a diagnoses and answers in 30 seconds or 45 seconds, really can't cope with

13:11:10 a diagnosis, but we do think it's very important that officers are able to deal with everybody in our community, in a, in a respectful and appropriate way.

13:11:23 No matter the circumstance. So, if you have any questions for me I'd be happy to answer those.

13:11:38 That was funny. I tried to unmute myself and then you guys can raise your hands and my picture kept moving.

13:11:45 So Terrence Go ahead,

13:11:52 have to apologize I just never took that hand down.

13:11:55 Okay.

13:11:58 Jennifer, go ahead.

13:12:01 Thank you, I appreciate everyone's patience.

13:12:06 And so, I also appreciate what you said though in terms of the amount of training the officers receive.

13:12:15 I think that my concern is that I'm starting to look at this and then what

13:12:23 just and how many types of disability there, there are just in terms of like what officers might need.

13:12:31 If that if we need to exceed that What do you suggest, like if like somebody was talking to me about my training in terms of like, like seizures or, I don't know.

13:12:44 I need help, but like I think we all need to decide that together but it's just a concern. So, what do you think about that,

13:12:53 um, you know, as I mentioned before it, if the commission decides that they want to recommend a core curriculum that would be mandatory.

13:13:04 Yeah, that's what the two hours that's great and then do some suggested curriculum. On top of that, that, that a seasoned academies can can adopt in use.

13:13:15 That may be the best case scenario that way, they have the resources to teach more than what's required is.

13:13:26 And you do officers RQG those resources often get you this I guess is my question.

13:13:36 Um, you know for a lot of things that we do in law enforcement, right, is that we can't possibly teach to every possible situation that an officer might might come across, you know 20 years in, I was still coming across unique situations all the time,

13:13:51 but I had to use the knowledge base that I had and apply it for that will those particular sets of facts and that circumstance.

13:13:59 And so I think a broad base, General, you know guidance or understanding, probably helps out law enforcement most, because that way they're able to take what they learn from that base knowledge, and then apply it to unique circumstances that, that they're

13:14:14 in at that point in time.

13:14:19 One thing we should also add to that point is that training doesn't end at the end of basic Academy.

13:14:26 For most agencies, there's also what we call a mini Academy so they have an academy at their new agency where they were in the specifics of that Academy.

13:14:35 But then there's also a field training.

13:14:37 So depending on the agency.

13:14:50 Kathy just something administrative you want to add on to that or,

13:14:58 sorry I'm muting, I was just going to build upon what you just said Chris and that is that what Bo is saying

about giving a core curriculum to an academy and then providing them with kind of the additional here's the best practice, you know, or here's,

13:15:17 here's what we could suggest that you could add on if you, if you would like is one option but then also it to remember that an academy is very introductory and very generalized of here's the basic basic skills.

13:15:34 That's why we call it a basic Academy.

13:15:36 And then in service is okay, you're a cop now, or you've been a cop. Here's the more advanced knowledge. Now that you've kind of done the practical application of skills.

13:15:51 And so sometimes.

13:16:03 Putting maybe them. Those other hours into an in service might be another option.

13:16:07 Okay. Erica, I, I know, I understand there's a Kalia accreditation that many academies or police departments are looking for I know our VEDA is one of them that's been accredited for like seven times in a row.

13:16:20 I'm just wondering if there's any guidelines we need to consider regarding Kalia and helping you know, kind of a tease through all the curriculums that's already existing and recommendations.

13:16:33 I don't know if that's a to general question I just like to understand Kalia where Colorado is at. With regard to that curriculum part. Does that make sense.

13:16:44 Yeah, it Mr Chair.

13:16:46 Would you like me to address that.

13:16:48 Yes, please.

13:16:50 So, please, accreditation.

13:16:54 For the most part, deal in chief Gordon might go speak to this better than I, but accreditation generally deals with policy, and some training on implementation of that policy.

13:17:06 It doesn't really address basic Academy training.

13:17:13 There are some.

13:17:13 There are some other accreditation like say through I analyst for for basic academies but with laws being different across the US, you know that accreditations more about you know standards like instructor standards and those types of things and not necessarily

13:17:28 diving in a very deep. I've been in the content that's helpful. Thank you. I just wanted to understand it. Thank you know great Jennifer.

13:17:41 Hey, thank you guys I just saw a comment in the chat that says that the law states that that is the minimum, two hours is a minimum that could be done.

13:17:52 But we could do more, and I just wonder it what what your thoughts are on that.

13:18:00 I think, Well, so, in talking with our attorneys our legal interpretation is that.

13:18:09 Looking at the totality of the statutes was posts authorized statutes and the duties and powers of the post board along with that it really limits this course to two hours.

13:18:23 It's kind of hard to raise my own hands and call myself but one thing I think it's important to remember as well as you think about who's going through the Academy.

13:18:33 Most of these folks are are brand new never done anything law enforcement there might be some exceptions, such as when I went through I was in the jail, so I already had a little bit of law enforcement experience.

13:18:44 I could, I could apply some of the things I was learning that stuff I was already doing.

13:18:49 But for most people that's that's not the case they're brand new to to law enforcement.

13:18:55 And you think of all the things they need to know in order to be safe.

13:19:01 Things like the rest control how use firearms driving constitutional rights.

13:19:08 You know car Revised Statutes the Criminal Code the traffic code, how to do a standard field sobriety test.

13:19:14 There's so many things that they need to get and that basic Academy, what we have and what we are looking at, well, Don't get me wrong i think is incredibly important.

13:19:25 And that's the world ideal and every single day.

13:19:28 It's one component of the Academy, and we think about what we want to train people on.

13:19:34 If we keep that broad base they're both talking about we can give them stuff they can work with under in the field. If we try to get to nitty gritty, they're not going to retain any of it, and they can't apply it to anything they're going to do because

13:19:47 they've never done it. And that's where that field training opportunity comes in and hopefully hopefully that a good field training officer who can train them on how to interact with somebody with disabilities.

13:19:58 Regardless of which disability happens to be. And it's also a good in service actually to me would be the better time unfortunately that's not what the legislature gave us a lot of ability to work with

13:20:13 Deborah.

13:20:17 I think we're getting a little bit ahead of today's conversation that we're going to be having. But I, my interpretation and I would, I would love to hear it from one of our attorneys in the room but my interpretation is consistent with corals, and that

13:20:30 is that the two hours is when it currently exists, it's not necessarily what will exist after we make our recommendation to the post board. So if there's any of the legal staff here that's going to be able to clarify that.

13:20:44 I think that would be very helpful and I just you know the consensus amongst those who have completed the questionnaire is two hours is significantly insufficient to to meet the needs of training requirements for folks with disabilities across the spectrum

13:21:01 of the diseases and concept, you know, the varied disabilities that we're addressing here. So I would love to hear some clarification on that, but we are going to dive a lot deeper into this topic in a bit.

13:21:22 Jeff Are you going to take this challenge for you and take that and then I can jump in.

13:21:27 closer.

13:21:30 Yeah, sorry. Yep.

13:21:32 Sorry couldn't get my camera turned on.

13:21:41 So as I'm trying to address the chat at the same time, um, you know, the one thing that this bill does mention is that it needs to have the essentially the lowest burden on post in order to accomplish and so that's where I think Bo was getting too in

13:21:51 of increasing that our greatly increases the administrative burden. I'll let him talk about you know what that might look like and the cost there as that's not something that I'm too familiar with but I think that is the one of the challenges, at the

13:22:04 very least that is being addressed. The other is that I think it's important that we look at the plain meaning of curriculum, which, if you just do a basic search the first definition that comes up is the subjects comprising a course of study.

13:22:17 And so that's something I think we need to think about in terms of what does that also mean the hours, obviously, if the number of subjects increases, you know, hours needs to be considered.

13:22:28 But I, you know, my interpretation and this is just mine is that it's really more about the content within, not necessarily the duration or the repetition you know in terms of continuing education, things like that.

13:22:40 And so I would consider looking at that plane meeting of the definition of curriculum. And again the requirement that this needs to have the lowest possible burden when making our decisions.

13:22:50 Now I do think there's certainly a conversation we had about increasing those hours and, and at what point that happens, but I think generally speaking, that is not the intent of the language, even if that's something that would bring a lot of help here

13:23:06 I just am not sure if we have the clear authority to really extend those hours, again, looking at the totality of the language in the bill.

13:23:15 And can I add to that, to a challenge here, and I'll be really honest, is this wasn't the most precise Bluebird It's Jeff today I've ever read. And it's and it's, it's hard to fully rock and file but we have to take the statute in context of posts authorizing

13:23:34 statute. So post has the authority from the legislature to set the curriculum for academies, and from that has the authority to invest in that curriculum set the number of hours.

13:23:47 And so for this commission to have a 42 essentially change posts authority to say, this is actually the authority of the commission to set those hours that would have to be a duct tape a delegation of that post authority to this commission so you have

13:24:01 to, and that that is not in in this statute. So you have to take this statue sort of in context of the larger frame which is post has this authority and the commission is providing a piece of that which is actually developing the content that, that will

13:24:20 be part of that larger curriculum, but it's not taking it wasn't given the same authority as post it's given part of that which is to look at that Craig and so when reading this statute, we have to read this statute to live in harmony with all the other

13:24:34 statutes and inform what it means to manage the curriculum and and down the road and I'll let Bo share as he sees fit like post is always evaluating into what its curriculum looks like we're, you know, three thinking how to address peace officer training

13:24:52 broadly. And so the recommendations of this condition certainly will inform how the post board thinks about these larger questions, but whether or not this condition is the authority to say to post post you must change right now,

and and this is how many

13:25:08 hours you need to teach is in our view, not the not the authority that was delegated to this commission. It doesn't mean that's where you guys make a recommendation for two hours you you say we actually think four hours is appropriate, we've developed

13:25:23 this whole set of curriculum and and as post goes through this, that ultimately changes over time, that's entirely a reasonable outcome, it's just the narrow question of what does this commissions authority have under this statute for this particular

13:25:37 recommendation so I hope that might help give a bit more context.

13:25:46 Did you want to add anything to that

13:25:57 feeling Jennifer.

13:26:00 Jennifer, go ahead.

13:26:04 Just been waiting longer.

13:26:06 Oh sorry I did, I look at it the way it appears on my screen sorry I I'm trying to watch everything's, that's okay thank you, Jennifer no I actually for some reason my internet went out I called in now I'm back so.

13:26:17 So that being said, keeping with Shannon said in mind is sort of goes along with kind of with what I was gonna say I mean that really is going to limit.

13:26:33 A lot of, if we're looking at a two hour window for Academy training that is certainly going to limit what we're going to be able to look at. But my question then becomes and this is from experience, then.

13:26:41 Even if we're hitting, I guess my question is a cup multi leveled, I want to confirm the post does not actually have any kind of management or guidance oversight let's just say oversight or management of in service training, just because I'm thinking

13:26:58 my, my thought goes to in service training. And, you know, my issues that I run across, not my personal but that I'm running across with families is that it's kind of the old timers way of doing things that need to be given more opportunity to learn with

13:27:15 new ways to do things I'm trying to be politically correct so I can be. And that's not going to happen in an academy, that's going to happen in in service if I'm if I'm understanding this correctly so if it happens in in service, then how do we as a commission

13:27:30 influence what in service training looks like when we're supposed to be looking at what post, we're supposed to be super imposing this on what posts responsibilities are.

13:27:39 Does that make sense in my convoluted this. I mean I just see people who needed who borrowed already, who are already peace officers that could really utilize this training, more extensive training, even then just that two hours in the initial Academy

13:27:53 training.

13:27:57 So Bo maybe you can help me with that just post have anything to say about in service training or is that a completely separate governing body.

13:28:06 Is it all local control.

13:28:09 Um, we have very limited oversight over in service training so under 2431 315 the legislature mandated for courses on a rotating five year cycle and each of those courses are I believe, two hours in length.

13:28:28 And then we have an in service training mandate per post role of 24 hours.

13:28:35 But we, we can't. As a practical matter, that, that in service training you know we have a total staff of 16, there's 350, or so agencies in Colorado that employ peace officers.

13:28:50 There's no way that we can go in and look at every curriculum that every instructor right i mean that's just not a possibility with way we're structured in Colorado.

13:29:01 Right, I get that I mean that's perfect. That's what I thought you were going to say so then taking that into consideration, what does this commission.

13:29:10 What does this commission influence when it comes to in service versus posts posts recommendations and guidance and oversight for the academy So, where do we as a commission step in when it comes to making recommendations to in service because I'm not

13:29:27 reading that that's what our what our charges I'm reading what our charges is to look at what exists, that's an academy that post is is governing can my own right track it I'll defer to either Jeff or Shayla and on the statutory language.

13:29:46 On the in service piece.

13:29:49 Until we can look into that in a little bit more in detail. I think that info, I really don't want to miss here but it seems to be within the purview of this commission to recommend curriculum that could be offered to in service training

for in service

13:30:10 training, just the question that I use is, is that won't necessarily be mandated, but it will be available. Among the suite of options for in service training, but would you say that's accurate.

13:30:25 Yes, so it's that you guys, it will be very helpful and at to have that available as a resource, it's just that there are limitations to what post can do to require any particular officer in any particular year to do that particular training.

13:30:44 But, but having that as an option is really important and. And so to me that that they here just if it helps to articulate, you guys have sort of three buckets that you can think about your curriculum bucket one is the two hours that every, every new

13:31:03 peace officer will get. Then you have the second bucket of what you think every peace officer should get. And it's just that we, you know, there's not necessary to mandate that.

13:31:14 And then the third bucket is what you think and appropriate in service training is and that can be offered. It's just that and so all of those things are great, it would be an amazing outcome for this commission there's just various levels of maybe think

13:31:28 about it as in terms of enforceability and and this is just the way. If anyone doesn't like this structure, or is uncomfortable with this structure. This is sort of how the legislation or set it up.

13:31:42 And we have to work within the confines of what the legislature gave post authority to do, and and and that's you know if there's there's certainly ways that could be improved.

13:31:53 Those are just out of our control in this sort of immediate.

13:31:59 Joe I don't know if you saw my head and on the entire time you were talking, but as somebody who currently trains, both in a post Academy, and in service.

13:32:07 I couldn't agree with what you said more that we're leaving off an entire humongous chunk of individuals, by not doing in service training.

13:32:19 But then I also hear what the O'Shea Limbo are saying about.

13:32:22 That's not what the legislature gave us a lot of influence over right I appreciate that I just wanted to, because we could spin our wheels with what we would like you know at the end of the rainbow, which we can all work toward, but for the purpose of

13:32:50 very short amount of time and for what that what the language and the statute says, I just would like, I want to focus on exactly what we can do versus what we would love to do, because I would like to at least make some inroads steps and so if, if, in

13:32:52 service making a recommendation of in services down the road and that's down the road I would like to at least stay with what we know we can work on and get that done, and then take on maybe the next piece because I don't want to spin our wheels if it's

13:33:02 not going to make any difference. Unfortunately, but that's how I feel.

13:33:08 I think, if I read this somewhere that at some point there's the Attorney General's Office has to talk to the legislature about this kind of stuff right what the outcomes of others were and if we are able to go back to the legislature at that time and

13:33:21 say hey look, this is what we found out this is what we discovered.

13:33:25 This is what you gave us and we've made an impact on that, but this is where we'd like to go with it. That would be opportunity to go beyond what we were charged with in this case.

13:33:34 But, in the interest of time we got to keep going, Jennifer go ahead real quick.

13:33:40 Yeah, what I was gonna say I have to ask say yes.

13:33:45 One is that I understand the limitations, but my ask is that, in terms of staff particularly Michael MS and I think all of our goal is to be as transformational as possible.

13:34:00 Right, so I understand the paradigm that you're working under of limitations in terms of these very structured roles, the paradigm that I'm coming from is.

13:34:12 And I'm sure that you are understanding this and working with us, is that what can we do with you as educators to make as many changes as possible within the time that we have and to make it make as much understanding and as much safety within the time

13:34:29 that we have right. So that's what I need help with.

13:34:34 And then, could we within the minutes of these meetings record. What are the bureaucracy the laws whatever it is that we're coming up against with what we're seeing so that we can be legislate what we need to actually get this done properly.

13:34:51 Like our goals we can create what our goals are what we think actually needs to be done. I can work on religious leading it, and then we can get what we need going forward, so we can have our ideal of what we need now,

and then work toward what we need.

13:35:07 That's my suggestion.

13:35:09 I think the nice thing on our legislation is that this condition exists there I think it's like February of 2023.

13:35:15 So after we make the recommendations to the post board in February of this year or next year 2022.

13:35:22 We have opportunity after that, I think, to continue.

13:35:27 Figuring out what should be taught how we can tweak other things and make that recommendation to the legislature and I'm with you on that. I would love to make some major changes to training with the legislature.

13:35:41 Deborah.

13:35:44 I do feel that this is a very narrow interpretation of what fact the the statute calls for so I think we'll get into the weeds of those mandates and the exercise we're going to do today but I definitely would offer that this is a very narrow and interpretation

13:35:59 of one fact we have the authority to do in terms of recommending curriculum for both post Academy and in service it's actually written into with the attorney sent out to all of us as what our mandate is so we'll talk more about that as we go forward and

13:36:15 bit. But, but let's revisit this maybe afterwards after we have that conversation.

13:36:24 You're looking at the agenda.

13:36:26 We have Jeffrey with commission duties regards to firefighters and DMS.

13:36:36 Thank you. Yes. And so there have been some questions about what is the actual story cause, as we obviously have been discussing today. And so I'm sure we'll have an opportunity to dive more deeply into this related to first responders who are not peace

13:36:51 peace officers, all that activity is permissive, except for reviewing existing training curricula for first responders and so that can be in state out of state, something that is currently being used or something that has proposed.

13:37:09 So the commission here must review those trainings, again in, in whatever format and whatever scope that you will choose. But after that, everything becomes permissive.

13:37:22 So that is where post board or the commission is able to basically figure out how do they translate that how do they communicate that to those agencies who are responsible for the training requirements for EMS firefighters and anyone kind of in between.

13:37:38 And so I think Courtney's email addresses earlier but it can essentially be posted on the post board website as part of the commission work, so that way it is available for anyone at any time again thinking about other states, other jurisdictions who

13:37:52 might be going through an exercise like this, to make sure that's available and or we can send it directly to the agencies who are responsible for those trainings so that would be, I believe, department public safety for firefighters and CPG for DMS,

13:38:08 and then at that point is up to those agencies to do what they choose, with those recommendations for them is entirely permissible for them to adopt but also to review and inform their own process, or to do nothing at all.

13:38:23 That is unfortunately outside the jurisdiction for this condition, but certainly some authority to get that information to them, and however the commission deems is the most appropriate.

13:38:36 Any questions related to the first responder have responsibilities.

13:38:49 Cool sustain, no hands.

13:38:52 Thank you.

13:38:54 And we will continue on our agenda so the next part is to facilitate discussion.

13:38:59 That is, Well what just happened mostly

13:39:06 That was me sharing my screen fast was like a trigger fingers. Sorry.

13:39:19 Kami a little off guard so they're trying to figure stuff out lost so many things change myself off guard on that one. Sorry.

13:39:20 No worries.

13:39:21 So Deborah is going to lead this part.

13:39:23 So next 15 minutes to an hour so you have a floor.

13:39:30 And my goal is always to to finish much quicker than, then we set up time for so we can have more of our day, but I think this is really an important conversation and this morning's discussion or this early part of today's discussion actually is relevant

13:39:46 to this as well so let's just start with this and consider this to be the first part of a facilitated discussion to develop learning objectives. And maybe we would say learning objectives and outcomes, because I think what we hand this off to our post

13:40:00 team, what we would want to identify our both objectives and outcome measurements right. I think those are reasonable terms to use in a curriculum space.

13:40:14 So let's begin by going to one of the things Courtney asked is that we begin with defining disability.

13:40:21 From what she was explaining it's kind of a even a little bit of its own, moving target. So in the legislation, it says that person with a disability has the same meaning set forth in Section 18 6.5 dash 102.

13:40:36 I guess section 11, and includes a person with dementia diseases and related disabilities, which that makes me very happy right because dementia is why I'm here.

13:40:45 And so this was intentionally added on to that description that I know that this description is actually really vague for many disability so I think what I'd like to begin with him, Courtney asks us to do is first really define what we're talking about

13:41:02 and I think Chris, being an ADA expert in the space of all things he does. I thought we would start you know with with this definition is plus, old timers and diseases that cause dementia.

13:41:19 That may be that section 18 point 18 6.5 dash one zero to start with that and have a conversation about what's included and then have a conversation about what's missing or what needs to be may be clarified in that so Chris if you wouldn't mind on the

13:41:39 turn that over to you.

13:41:41 Sure. Um, so I could, personally, a very personal level, found a quite odd, this legislature use the definition in criminal statute.

13:41:52 This us for an at risk person.

13:41:56 I know that, London law enforcement agencies being state and local government are covered under Title to the Americans with Disabilities Act, which is actually quite a bit broader than what this is.

13:42:10 So we're already having to comply with a much broader definition.

13:42:18 I don't know how much more you wanted than that there is a section of CRS under the quarter civil rights division that talks about what the definition of a disability as many uses the ADA definition or refers to the federal

13:42:34 statute on it.

13:42:37 I guess post what questions you all have and I instead of going through and maybe chatting about it maybe we could type, what we're thinking may be missing or what would need to be clarified in this definition to meet the needs of the population were

13:42:52 particularly focused on because I think we all come with a focal point.

13:42:57 And is it represented here if there's something that you feel like, Oh, we really need to make sure that were intentionally discussing, like those invisible disabilities and things like that.

13:43:08 What are you seeing in this space that we would want to refine or I don't know that we can add to right because this is defined but what's missing or what do we want to make sure we're mindful of

13:43:26 that was a great question, not just for me right

13:43:32 abroad.

13:43:34 Yes to the group to the group, I think, I think everybody has, I was able to read what the questionnaires folks sent and I think people have really brought in really diverse perspectives and I think that's very important here.

13:43:49 So, you know what, what's missing or what's what needs to be clarified from where you begin I, I feel, I feel that the needs of persons with dimension, and the related to build it, a disability is is is clearly defined because it was added to this definition

13:44:04 right, but from where you stand and what you see.

13:44:09 Is there something missing is there something that's important that we need to also be mindful of.

13:44:20 Jennifer has her hand up.

13:44:24 So Jennifer, go ahead.

13:44:26 Yeah, I'm sorry guys I know I take up a lot of time here.

13:44:33 It's true. Anyway, so

13:44:37 as I talked about in the chat today I realized what you were mentioning that this is within

13:44:45 a certain part of the statutes and then I realized that the numbers after each point referred to other parts of the statutes.

13:44:52 So I haven't been able to go through all of them yet because I just realized that this morning.

13:44:57 But when I looked into point of wishes mentally impaired, which is a term I don't like it refers to another part of the statutes which refers to it brings it out more and it talks about things like organic.

13:45:18 Brain Stuff.

13:45:19 But I need stuff like brain injury I need stuff like epilepsy.

13:45:28 Stuff like arthritis stuff like there's just so many types of disability that you could just go on and on. So I think that the ad, a definition is probably better, but I don't understand.

13:45:44 I guess the relation of this disability definition.

13:45:48 As far as what the bill is doing versus what we're teaching people and how those two are related, I guess.

13:45:57 I think mostly Courtney wanted to make sure that we had a conversation about what we're talking about in terms of disabilities. And you're right I think those kind of extensions in each of these, the sub sections of, you know, is blind, blind the terminology

13:46:13 and where that's defined so maybe that's what we can do between now and the next meeting is dig a little deeper into how broad those are Jill.

13:46:23 I think that's pretty much what I was going to say is it's hard for me to. I'm concerned that the through age that when they're connected with other statute it's, it's hard for me to know if that where that limits it because I'm not as well versed in

13:46:38 all of that and so I think it's very similar to what what Jennifer was saying is that you know with how broad and how limited how much isn't limited, so that would be the same I'm pretty sure that's perfect.

13:46:50 What about you, Chris. What were you gonna say.

13:46:54 So, um, interestingly enough, I went through all of the hazard statutes as well.

13:46:59 And in number, E, or letter E that statutes actually repealed the 2765 one or 214 is no longer in effect. So the legislature took definitions that are repeal.

13:47:15 There's.

13:47:16 It's frustrating to me, the definition that we have is the definition I think we have to work with.

13:47:23 I think as long as we're talking to Courtney about it too. She made it seem like the songs we covered these things.

13:47:29 If we were a little more broad that was okay, but it is essential that we made sure we this is what we make sure we cover.

13:47:38 Okay, that's great.

13:47:41 So the next part of our conversation is really about what are mandated tasks are, and I listed them all there's and then there's another edition that we won't discuss today about.

13:47:54 There's like, we can also but these are the actual mandates of that we've been asked to, to attend to. And the first is our review existing training for peace officers, how many training hours are required by post review whether the training is optional

13:48:13 or required right so that was something we did identify whether training as part of peace officer academies review qualifications of instructors review training curricula being offered in other states which the post folks have gotten that available and

13:48:29 that's available upon request. Determine if any of the reviewed training is adequate.

13:48:35 And, and steady existing trading requirements concerning at risk adults with intellectual and developmental disabilities described in the section, 2431 33 13.5, and try to ensure that the curriculum recommendation to the board satisfy this requirement,

13:48:51 and consider results of any audit that was previously conducted and we've been informed as a group that no such audit has been conducted, and then make our recommendations to the post board for peace officer basic training and make recommendations to

13:49:07 the post board re guarding peace officer annual in service training. So that's our mandate. And that's where I think what I said earlier, I think the the interpretation we're hearing early is a pretty narrow version of what I see when I read, especially

13:49:22 the last two but we're, we're actually tasked with assessing the amount of time, that's actually in our charge, and then looking at who's, you know, what are the response or the qualifications of those providing that training and so on.

13:49:38 So I think we have a lot of a lot of area where we can make really significant improvements I would argue, we can certainly make recommendations for increased time so that would be one of those first at tasks.

13:49:52 Today's task in particular, as we break down just a little bit of that set of mandates.

13:49:59 We're going to focus on reviewing how many training hours are required by post. We're going to talk about whether that training is optional or mandatory.

13:50:08 We're going to identify whether training as part of the peace officer academies, and we're going to review qualifications of instructors and so we have some feedback from our post staff partners here.

13:50:20 And that was two hours of Academy training is required by post some law enforcement agencies do have

additional required training that's the optional question.

13:50:29 Current training requirements are for academies, only, and some individual law enforcement agencies do have additional required training. And then the qualifications are kind of agency and Academy dependent.

13:50:43 So that's those are kind of the answers to, to those prompts.

13:50:48 Now when we go down to the next slide, we're going to talk about the survey there are a questionnaire not really a survey questionnaire that was sent out to everybody and I think eight of us completed the survey so far and don't worry if you haven't gotten

13:51:03 it back to us yet you still have time and your answers will be compiled and those.

13:51:09 The answers from everybody will be shared. So here, I'm going to share what we have so far, and I was able to even get went just about 10 minutes before we started, I have, I think I have everybody who submitted it so far.

13:51:22 But we're going to really talk about this really what is that required level of training. And you all got this in the handouts that were sent to you, that basically, this is the definition of what that is, in the academy.

13:51:38 So, the question here that was sent out to everybody asks you, You know, we asked basically four questions is a sufficient amount of time to meet the goals and objectives of the popular, you know, serving the population we are all here to advocate for,

13:52:03 what are the strengths of these existing requirements, what are the limitations and then what's missing.

13:52:03 So the first question is, Oh, I should say before I do that, out of the eight that respond to so far, seven said no, the time is insufficient. So, one person did feel like the time was sufficient and felt like brevity was important to, you know, learning,

13:52:21 I have I'm working on my PhD and health education promotion I don't know that brevity is actually a validated perspective of of what's retailable in. In, especially in an academic setting like an academy or in, in service training, but you know I think

13:52:36 that's a really relevant point of view from somebody, so we don't want to discard credit.

13:52:41 The feedback on the other points were also really helpful in that particular response so I think knowing that brevity is something that may be really appreciated is certainly something we want to consider, but generally of the group, eight, seven out

13:52:57 of the eight that responded so far, felt that the to our requirement was insufficient.

13:53:02 eight that responded so far, felt that the to our requirement was insufficient. And so what I did then was I compiled kind of what the responses were and what we'll do after we get everybody's responses, kind of wordsmith this and I'm a coder saw code this out, and we'll come up

13:53:16 this out, and we'll come up with more succinct representation of what folks think is missing. But let's just kind of go through with these responses were in take a moment to ponder this because I think what you'll see is a lot of a shared points of view.

13:53:49 The, the expressions of what you all were, you know, sort of, saying out loud and thinking about in this writing exercise which is why I liked it right because it gives us time to ponder and not be talking on the fly.

13:53:55 I think that's really quite helpful, but describing and explaining behaviors where I often start when like when I'm talking about disabilities one responded said, if the Leo understands what stemming is and why a person with autism is doing it, they will,

13:54:10 that will go a long way towards improving their interactions with the person, and this is true for most any disability. If the Leo understands the what and the why the how of interacting with the personal often come naturally as part of being human.

13:54:24 Another person said understanding the law enforcement culture. We're in inundated with all kinds of training, the type of training that is best received are the ones that are shorter as the attention span tracks was shorter time, two hours is a perfect

13:54:38 length of time for the subject.

13:54:46 Another set of information regarding the ADA was a strength rights response regarding access and use of public service animals for persons with disabilities officer safety.

13:54:52 When other persons that you know strength was that they represented attempt in years past to address these issues so that's you know that's definitely a strength.

13:55:00 going over suicidal and homicidal ideation was identified by another, and that they focus on the safety of officers and others and provide information about the ADA, the existing performance outcomes which aim to assist in identifying persons with special

13:55:15 needs and defining the role of police officers when interacting with people with disabilities, and knowledge of the laws regarding Americans with disabilities and service animals.

13:55:26 So those kind of the initial feedback that you all had and and seeing what others wrote when I first wanted to ask, would be. Is there anything else that you would regardless the strength of the existing curriculum and I can go back to, to that slide

13:55:43 so that you can refer to that and and whether you know there's something you would add or any other ideas about even the time constraint that you think is important even given what we've talked about earlier this in this meeting.

13:56:09 Deborah This is Jill.

13:56:11 Can you maybe. Can you maybe restate that question in a way that you could, but I can, I don't know how to give feedback and the way that you asked that question so can you ask that question again and what you're looking for.

13:56:23 What's missing. What do you, what, what did you say now that you're kind of been hearing from your colleagues and and you know your peers here, or what stood out to you as may be something you hadn't thought about that perhaps really was important to

13:56:50 oh yeah that's important to me. I know, right, as far as the strength of the existing curriculum. Yes. And I can pivot back over to that

13:57:02 raise my hand but I know it's kind of hard to keep track of people's hands.

13:57:09 To me, A lot of what the strengths of the curriculum is going to depend on the instructor, and what the instructor puts into it.

13:57:15 We have this limitless thing that's right in front of us right now that tells us what has to be included.

13:57:23 And that can be pretty boring. That can be pretty, you know, blah depending on who is asked to do it.

13:57:28 I get up there and I'm pretty passionate about this subject. And I can make two hours. It flies by quick, and we run at a time.

13:57:38 So the strength along the strength is really going to rely into who puts together. And who's presenting it rather than what we just see on the screen.

13:57:48 That's a good point.

13:57:56 There was a lot of feedback in terms of the limitations.

13:58:03 And I think that the, and we're not really talking yet. And I think that's a really important point from you Chris because I do think about the training of those who train this you know the content is important right and we are going to evaluate that

13:58:16 as well in the future. We aren't really diving so much into that yet mostly into what's required in terms of content and time.

13:58:24 And the limitation strengths and limitations of those things and what we might consider as missing. And the idea of this exercise is really to get our thoughts onto paper written down so that we can code that out and sort of come up with our wish list

13:58:37 or our shared perspectives because, again, I'm coming in as an advocate for folks who have dementia and and the consequences of those dimensions, which I would argue, a response from a first responders going to be much different than when I may be responding

13:58:56 to the person with a mental health issue because in fact, we know that if you respond to a person with dementia, the same way you'll respond to a person with mental illness, you're likely to exacerbate those behaviors that are in front of you right so

13:59:08 that's something I know because I know a lot about dementia and each of you come here with very very informed voices about the populations you're advocating for.

13:59:20 So I think that that's that's kind of where I'd like to get us all into a place where we have some things written down in our, our wish list or dream list if you will, of what we would like to see represented and then we can then start to kind of like

13:59:37 the inverted triangle right start big and then kind of hone in down on to.

13:59:51 Where is the crossover where, what are the similarities and whatnot. So think of that and there are actually two slides, related to limitations, but before we go there Janet, I'd love to hear what your thoughts are.

13:59:56 Yeah, I think I'm just responding to the hours issue, and just out of pretty good familiarity with the curriculum there actually are more than two hours of training here, where this subject, or, or, this has a bearing on what they're taught.

14:00:28 They have, there is a portion of a class in the current Academy we're reviewing right now in our for talking about at risk adults, under the CRS, which is an opportunity to define and set mindset, whether it's it's supposed to be solely focused on the

14:00:43 law or not, mindset is part of that, there is risk assessment which we all agree on the curriculum committee

needs a different title, where we talked about the suicide and homicide ideation which was brought up earlier, but also the difference between

14:01:06 mental health issues, and organic and medical causes for behavior, which in the, the last one that I reviewed.

14:01:22 They instructor spent quite a lot of time talking about what other kinds of organic reasons there may be for a person's behavior that seems threatening or alarming or whatever.

14:01:38 It's not mental health issues, its brain issues. So there's a place there.

14:01:41 There's a section in domestic violence on people with special needs. That's a section of that class.

14:01:53 Poor when they respond to domestic violence call.

14:01:59 What you might find there, that's what that's about. And that there's so there's a place there. There's a place in patrol observation, where they can talk about it.

14:02:10 And there's multiple other opportunities in the, in the curriculum, where we are encouraging role play scenarios fact patterns to discuss situations where, where issues around, people with disabilities can be introduced for additional discussion.

14:02:32 Now what that would require is that we provide or somebody provide as Krista said some support to some of those instructors to include this discussion in a reliable way and that that's a different a little bit different issue I don't know that we're going

14:02:53 to get into that or not but it's possible.

14:02:56 But so, I would just say there's more than two hours, where the subjects that we're talking about here can be a part of the discussion, without it being, specifically, and completely focused on people with disabilities.

14:03:15 And I think that's ultimately more valuable because as Chris has said and I think Chris g also said it, and I think it's come up several times. It's much better to talk about mindset in context of all of the different things you were teaching, which Christmas

14:03:35 right, we don't have time to teach everything.

14:03:39 So, if we can introduce the concept in the context of a traffic stop a domestic call pedestrian contacts. A lot of times people are are contacted on the street because of what somebody observes as odd behavior.

14:03:59 And if the officer has an idea of what that could be, is it criminal, is it suspicious.

14:04:07 Maybe there's another explanation. So all I think that there's multiple opportunities for us here if we want to use them.

14:04:16 I couldn't agree with you more. Janet and I think that, you know, my.

14:04:22 And this is kind of a bigger conversation it's maybe once we get through this data that we've collected from all of you but I love the idea of objectives and outcomes because it then does give our, our post folks who are curriculum experts.

14:04:38 This space to see where those outcome of objectives and outcomes, maybe you're already are sort of there at where they could be fit up maybe some, and that sort of hearing about these things in more than one conversation on one day and one, you know brief

14:04:54 segment. Is that kind of a shared point of view is that something you all think would be ideas, a deal as well.

14:05:06 Go ahead, Kathy.

14:05:11 I would say that's a double edged sword because you'll have a lot of instructors that would appreciate the flexibility of writing their own curriculum, but in the same note, if this curriculum has to be recommended by the end of February and implemented

14:05:26 by July 1, that does not provide much time for the Academy's to then create their own curriculum and find instructors, and then also implement by July 1.

14:05:44 Well that's a good point that's interesting so Bo, if you could clarify you said in the beginning and one of our earlier sessions that we could identify those outcome object of those objectives and outcomes and then the post.

14:06:10 My understanding would be them posts within take that and then sort of build that out to, did I end up, interpret that incorrectly.

14:06:08 Well I think I was talking about the two different options that come to have one was identifying learning objectives which are dead require curriculum curriculum to be created off those learning objectives, generally speaking for most courses, that's

14:06:25 that that's done at the academy level.

14:06:27 There are a couple of courses that post has created the curriculum for that's then pushed out to the academies but those are the rarity.

14:06:38 So, you know, if the commission decides to create actual, like lesson plan curriculum like your Academy here's what you teach them the Academy's can implement that rather quickly.

14:06:53 If it's the lesson, if it's the learning objective piece, and then they have to develop the lesson plans based off the learning objectives. Then each probably each Academy would be developing those.

14:07:08 And so, you know, working with 34 academies we're likely going to end up with 34, different types of lesson plans, being taught across the state.

14:07:16 And if the recommendations be made February 28, and it has been implemented by July 1.

14:07:23 It's going to be quite a left, try to get that done and, and the more the lesson plans you touch the harder that was going to be. However, I will say that what Janet was just talking about was exactly what we want to do in our new Academy system is we

14:07:41 with these topics throughout all the lesson plans right so we're not talking about a two hour block of instruction we're now talking about reinforcing.

14:07:51 These, these learning objectives throughout the entire Academy, so they don't just get it once they get it almost every day.

14:08:01 Thank you.

14:08:03 Jill, what would what would you like to share. I guess my question in extending this piece of the conversation is then what is the metrics of measuring that the that the with the with the curriculum is saying so if we've got it spread out.

14:08:20 How have you developed a metrics yet of how you're going to be able to demonstrate that those that those pieces of the curriculum or the information that you're teaching has actually been has actually been instructed.

14:08:32 I'm always looking for the accountability piece

14:08:39 Are you asking, Janet or. or above.

14:08:44 Either either both or ne ne ne Janet go ahead and share your thoughts.

14:08:52 Well, that's true of all classes when we review courses, we have to look to see how they're assessing the outcomes. And, and, and the post curriculum is only outcomes, it's not objectives objectives are very different beast.

14:09:12 So you're, it's probably too big of a bite to try to convert outcomes to objectives.

14:09:20 But there is a, we always review the test or assessment methods, they have to tell us what their assessment method is. And then we look to see if they've covered all the outcomes of the course, now that it's the directors responsibility of the at the

14:09:40 Academy, to make sure that they're actually doing a test or doing scenarios are doing exercises, whatever it is, it's post can't be there.

14:09:54 As the teaching classes, but we do review their assessment methods.

14:10:01 If we as a group.

14:10:04 Collectively, identify those ideal so things that we we wish to be included in education and training of officers at the academy and then in service.

14:10:19 Janet, are you poison and is there a way for us to then compare where we feel like those fit in where we can then also offer opportunities in terms of the resources that we know ever we collectively find that are available to help shape how that curriculum

14:10:37 might be support supported to, you know, through actual learning tools and resources.

14:10:48 Well, currently, I guess the most direct way is in the source material that's listed for each course. So, I don't know how rigorously, the source material is his mind for information to create a class as Catherine said, each account or maybe both of those.

14:11:16 Each academies responsible for writing their own lesson plans currently.

14:11:20 So we hope there's, there's two categories there's required source material and there's recommended source material. There's also a general learning goal for each class.

14:11:35 And my point of view and what I have discussed with the committee is that general learning goal, gives you guidance on the approach or the philosophy or the intention of this instruction.

14:11:53 So, it's kind of like a mission statement for that particular course, and then the outcomes are describing the concepts that need to be included, and sometimes with additional guidance as to how it should be taught.

14:12:10 Is this should this be in a scenario. Should this be in a role play should this be online, I know I don't know what else what other things that they would have.

14:12:23 But now I could just discussion in the class.

14:12:24 And then there's required source material, which we expect them to us.

14:12:30 And then there's recommended source material that would, if you've aligned to.

14:12:35 It would broaden your understanding of the subject.

14:12:41 That's the important the intention of that.

14:12:45 So that's where you could offer you know we've got some we just went through the source material we have to update it periodically because a lot of times it's out of print or it's a website that's obsolete or, you know, whatever article, it was is gone,

14:13:04 or it's a dead link or whatever.

14:13:07 So we just went through that. And there were a few classes that had like 20 sort recommended sources like nobody's gonna read all that. One of them was hostage negotiation course through the FBI.

14:13:22 Nobody's going to that. That's just absurd.

14:13:26 But, if you have a website that's that has value. That's where you can identify what part of it you want for you feel is relevant.

14:13:39 That's useful. If I were developing that class I would read all of that because I want to know what's current what's appropriate.

14:13:48 You know it's not just my out of my ideas, it's the best thinking of a lot of people.

14:13:54 So you would have a lot of influence I think what's that and that's a fairly easy change. I guess the other thing that I've thought of and I think, Catherine and Bo have to weigh in on this one.

14:14:09 I've written white papers before for, like my app to program at Broomfield I wrote a white paper for administration to understand what the changes were, and why and what the benefits would be, and that sort of thing.

14:14:29 I don't know if that's something that this commission is interested in doing or, or how it would even factor into the, the powers of post.

14:14:41 I mean, we can certainly offer it to an academy.

14:14:46 To say here's what we're hoping for, or here's what we, this is what we were shooting for when you, we made these changes.

14:14:54 I don't know if that's, that's just an idea,

14:14:59 like that

14:15:02 kind of the rationale behind behind what we're all thinking know if y'all have had a chance to read this page but I'm going to go to the second one.

14:15:12 Some of the takeaways. And again I will compile all this once I have all eight and then I'll make sure I'll send it to Courtney so she can send it to all of you so you can also read them.

14:15:22 They were really very interesting to to observe because I think that we can extrapolate some of those sort of key concepts that are shared by the many folks and then we can sort of maybe identify sort of that list of some of those things we'd like to

14:15:39 be included and then from there we can start linking some resources that are associated with those things right, and then build that out maybe as sort of a at least an outline of where a direction roadmap, if you will, of where we want to go.

14:15:55 And then, because I fear, if we just talk about this and talk about this we'll we'll just be talking about this right and we don't have enough time to do that.

14:16:04 So if we can kind of at least again sort of do that inverted triangle, put everything out there, kind of, then go and start weeding down until we're getting to those fine points.

14:16:15 And then we can add as experts in the spaces where we come from those resources that we know of that could be relevant to those topics, and then perhaps even get an opportunity to look at some of those.

14:16:29 The existing requirements that aren't just in that two hours if we can be a little bit, you know, mindful of that and see okay well I think this could fit very nicely.

14:16:39 In this particular section as well.

14:16:43 So here's the second page and then the the what is missing.

14:16:48 And this i thought was also really thoughtful, because I think that we want to be.

14:16:56 I've kind of come to the table of, I don't need to be in the weeds of it all. I don't know if you all share that point of view, I feel like I need to offer direction and the space where I feel like I'm advocating for, and then give a lot of resources

14:17:11 and there are a lot of resources and then make sure it's easy for folks to use those resources which I know I have access to those in the space Simon.

14:17:22 And then I, I, that's kind of where I begin the weeds of exactly how aren't necessarily front of mine for me it's more the idea of getting empowering folks who are going to provide this training with some really excellent resources, but again that's just

14:17:40 my individual point of view, and, and I don't want to necessarily say that's the direction of us as a group.

14:17:52 But I do think if we can do that inverted triangle and sort of start building these things out into, you know, kind

of, that final point of of what we really want to advance, along with resources, is that feel like something that's consistent with your

14:18:03 own ideas and and maybe if we could go around.

14:18:10 So that everyone's having that opportunity to talk about this talk about Nevada x that actual question one of the activities you completed is your why and your what kind of why are you here and what do you hope to achieve right.

14:18:26 So if you if we could go around to the commission members and, and you could briefly say your why and your what and and kind of are you more the idea that we are going to get down to sort of the ideal of what we're wanting to hope is going to be taught

14:18:42 to our law enforcement other first responders.

14:18:46 And then we're going to give them the resources or if you really feel like no, we need to actually drop this out and be really comprehensive and kind of share your points of view about that as well.

14:18:56 So if we could start. Erica you're, you're at the top of my screen so I'll start with you.

14:19:03 Thank you.

14:19:04 My Why is.

14:19:06 I would like.

14:19:08 I would like a better interactions, for our individuals with disabilities and positive interactions with our peace officers, you know, so they're successful on both ends.

14:19:20 So just safety community, working together, you know, to make sure we secure safety of our people that are very vulnerable in the community. And no matter what direction we go in.

14:19:35 Regarding curriculum.

14:19:38 I really, really believe as being an academic for over 20 years that a deeper processing of the material will be more helpful than just talking left brained, you know, a regurgitation of material that's not a deeper processing.

14:19:55 I think change comes when you don't just reiterate material and facts, but to really dig into it. And one way to teach is traditional classroom teaching but another way is to actually make it meaningful and have and I've said this before.

14:20:12 Video models, and some idea about the behavioral manifestations of various disabilities to better understand better identify quicker to protect our community members, without taking too aggressive of a stance that quicker identification with that difficult

14:20:31 job our, our officers and first responders have is can be very hard but if we really look at behaviors that are associated with various disabilities, that's really my agenda because I think that's where we can not only protect our individuals with disabilities,

14:20:49 better and help them better, but also prevent let's be honest about liability for our first responders, because there have been, you know, recent many recent incidences that are very scary for parents like a lot of us.

14:21:05 So, I don't want to take any more time but those are some of my thoughts. Thank you.

14:21:12 Thank you, Terrance your second on my screen.

14:21:17 Everybody

14:21:21 guess my Why is, it's always been important to me that police officers are extremely well trained and and professional.

14:21:34 I hope I think I said this in the response that I gave.

14:21:38 I hope that one day we can stop dividing ourselves up into, into groups, and learning how to interact, interact with everybody differently. Because, inclusive, it will just become second nature and it's not just in policing.

14:21:54 It's in just about everything we do. So class called fair and impartial policing.

14:22:00 It needs to be called fair and impartial fair and impartial pharmacy being fair and impartial teaching fair and impartial doctoring being fair and impartial shouldn't just be limited to police departments, but that's what we're here for.

14:22:14 So it's, it's just important that as public servants, we understand our role it's understand, it's important that we keep the objectives in mind. And it's important that we understand that the community sets our priorities, we don't

14:22:34 have that. Thank you.

14:22:40 kill your next time my screen, your why and what.

14:22:42 Okay I'm going back over to my to go back to my service so I can look at some of my answers that I said earlier.

14:22:49 So for my why and remembering that I'm coming, I'm keeping my parents hat on this it's hard for me not to do my, my advocacy piece too because I talked to other parents but my Why is to create a collaborative effort of education with compassion and empathy,

14:23:10 but also, you know, improved response.

14:23:13 And then a better best practice I guess is what I would say, better, best practice if that makes any sense.

14:23:21 And, and what of it with this group with this commission specifically is to determine where the gaps are, and I don't want to reinvent the wheel that isn't getting us anywhere so where are the gaps, you know, we know when things are working well and validate

14:23:40 where everybody's coming from, in this group to be able to bring in all voices.

14:23:47 You know, I think, I think one of the things that we, I'd like to see happen is, as we talk about educational pieces or, or how we can affect change actually bringing in people with these disabilities and or family members to be part of that training

14:24:04 to really give real life, description and explanation, as opposed to textbook, I'm not suggesting I, as I said, I'm sure Chris you're passionate and I'd love to hear you present, because I have a feeling it's really amazing and I'm not suggesting that

14:24:22 that anybody is not good at what they do but, you know, PowerPoints and and books are not the same as talking to people and and you know to tell a story, and bring that story into whatever this training is so that it does become real, real life kind of

14:24:39 like tabletop tabletop exercises with emergency management right you you throw everything at that people at a table top which is all different elements all together and I think that's kind of what you were talking about to certain extent with how your

14:24:51 your curriculum, you know, weaves through the whole curriculum, it's not you know you don't go to one call and it's one person doing one thing. I mean there's, you know, 10 other elements going on so how do you no heart and real world how do we really

14:25:05 support these people so.

14:25:08 these people so. And these people being my son, so that's why it's important to me. Right. That's really, that's a good point.

14:25:19 And I think we should all own why we're here. I don't think there's anything wrong with I'm here because I think that's, I think that's really an important.

14:25:23 We came for a reason and we have an advocacy position that we are, we're representing and I think that's honest and let's just own it right and then be mindful of those who are at the table who have a different reason why they're here and and respectful

14:25:39 of that and learn from that, because I know I'm learning from each of you so that's what I've learned we can learn from every each of us we can each learn yeah yeah I mean there's so much that I do i know i don't know right and.

14:25:53 And so I think that's kind of a neat, a neat opportunity for each of us, Christopher, how your next on my screen.

14:26:04 All right. um, so my Why is.

14:26:09 I want to make sure that the officers that are

14:26:15 out on the street responding to calls every day.

14:26:18 Statewide get a consistent type of training so that I know my training that I've put together for Arapahoe county on autism, for example, is the same should be the same that that was kind of users which actually is because I teach it for them.

14:26:40 But it should be the same as the training should be the same as what Denver sees, or what Jefferson County sees or whoever, so I think there's a definitely a need for consistency across the state, as far as in service training, even if it's just done

14:26:59 through our DMS or online. If it's not done in service in person and even if it's done online as a refresher every year, it needs to be consistent.

14:27:10 So, that's my biggest my biggest why is that I don't want I don't want the inconsistency across the state tick tick tick continue.

14:27:23 That's a good goal, and I think someone mentioned earlier, you know, FTO right so the field training officer experience is also really rather subjective, so you know that that that doesn't necessarily have a real formal space or formal process maybe within

14:27:39 that agency bits is probably pretty inconsistent right what happens in one agencies FTO program and another. So maybe there's some opportunity there to, whether it's the training sergeants at facilities and those FTAOF to officers and whatnot.

14:27:57 The train the trainer, sort of aspect of what we all do could also probably go a long way to help them by informing and supporting, I don't know what's in our mandate to do that but that's certainly something that the back of

my mind thinking okay I really

14:28:11 really am going for, in my space, educating our, our law enforcement, firefighters. We did a search and rescue class last night, just kind of anybody who'll stand so long and definitely becoming an education and training I'm, I'm going to show up right.

14:28:27 But I think when we're thinking about how we're training and how how broad that might be, I think that's, that's an opportunity that we might want to consider is the train the trainer.

14:28:39 Getting with folks like Christopher and Chris and others, and saying hey here's what we're teaching and share that with them, because that will help them informed you know what they're going to do next.

14:28:53 Daniel you're next on my screen.

14:29:00 If you're there.

14:29:15 Hopefully you're

14:29:14 not Atlanta Are you available. Are you able to share with us. I'm so sorry, I just, she just posted that she has to jump off well Atlanta you'll send us your your questionnaire and then we will make sure that we include that.

14:29:25 Janet.

14:29:27 Your why and what.

14:29:32 Oh, you're still muted.

14:29:38 Um, so I think I probably already said all this. I know right yes okay um yeah I think my Why is to make sure that that these subjects get integrated into the post curriculum appropriately for what we have right now and what we have to live with.

14:29:58 And then what we will eventually develop. So, it's. This is really educational for me because, you know, a lot of times you know when I think of disability I'm thinking of what the statute says, without necessarily considering all the permutations of

14:30:20 it.

14:30:22 So that's helpful. I don't know if that's a wire what. And then, I think that the quote is that the, that mindset is probably the strongest tool, we have not necessarily cognitive instruction, that's tested on a written test, or that they can define all

14:30:48 of the different mobility disabilities, there are.

14:30:53 But when you come in contact with someone, you may pause for a minute to think what their situation is rather than what your demands are.

14:31:07 I think that's what gets police officers in trouble.

14:31:10 More anyway just in general, forgetting to look at the person they're in contact with.

14:31:16 So I guess those two things are one.

14:31:20 Yeah, I love that and I think mindset. You know I would often say when we do disease education about Alzheimer's and other dementia we're really trying to promote empathy and compassion, right.

14:31:30 So I think that mindset piece is really important, and being knowledge, helps strengthen empathy or compassion, all the well somebody said and I think it was really important in the feedback that we also want our officers to come home and be safe.

14:31:43 Right, so there's this really interesting balance of, I have a very quick interaction with a person I have to make a lot of informed, you know I have to respond with one little bit of information I may have.

14:31:55 And so that many tools in your toolbox approach so that may be in that.

14:32:00 When I'm having to process this really quick I have a lot of perspectives that can inform that Quick, quick judgment that I have to make because of the circumstances of the job.

14:32:11 Right.

14:32:13 And Jennifer.

14:32:17 Can you guys hear me.

14:32:20 Sorry I sometimes I guess around this time my internet gets really bad so I hope you can hear me, saying, so I was actually asked to be almost commissioned by the Colorado past disability coalition.

14:32:37 And I, I chose to do that, not because I've ever had bad interactions with law enforcement but because I am willing to be a go between, between the commission and other people in my disability community.

14:32:52 And so I feel like my goal is is to just increase understanding between peep first responders and people who live with disabilities every day, and increase safety on both sides of that equation.

14:33:11 I think that the what for me is understanding that statutes really aren't

14:33:19 laws that people follow for last day, that there are things that people find very hard for, and they fought for those things because of human dignity, and that the reason for for this commission is first of all to understand that

interacting with people

14:33:36 with disabilities is to ensure their safety, that's one thing that we need to ensure, but also to understand that dignity behind some of the laws that were asking to be enforced is just so that people can be recognized as, as parents as individuals, and

14:33:54 can be included in the community, to the extent that they don't really feel different. And, or just seen as individuals, so that's why I'm here.

14:34:04 That's such a perfect closing to this conversation. So thank you, Jennifer human dignity here for dignity right to preserve the individuals dignity. So thank you.

14:34:14 I am going to stop sharing and I am going to compile everything into a document I'll send it to Courtney, and then she'll be able to send it up.

14:34:23 All of you so you'll be able to kind of read what everybody wrote it was really quite a nice exercise to be able to receive that from each of you.

14:34:31 But I do think what I would hope we took away from today is that will identify some of those ideas of what we think is important and will identify some of the resources that would support those and then perhaps with Janet's help in particular, sort of

14:34:45 see where those things might already be where we could integrate some of those things and then kind of maybe, maybe that's sort of a good process for us as we consider our, our steps forward is where does it already exists, where as an opportunity to

14:34:59 what already says, and then focus in a little bit also on that, that to our requirement and define if that's really our limitation or if we actually can say no because I can tell you I, I'm going to say dimension disease education at least 15 minutes

14:35:17 and then I have scenarios that I would love for everyone to take which is going to be 15 more minutes so to me that's you know that's that's just two hours right there.

14:35:26 And I think each of us can kind of identify what we think that looks like and when I'm doing a 15 minute disease education resource kind of a presentation for our community or a law enforcement first responder community I'm moving fast.

14:35:39 So that's not like a long gated version of my program.

14:35:44 So with that, I'm going to turn it back to you, Chris. And, and then I will compile this for all of you.

14:35:52 Well, actually I didn't get the opportunity to share mine. Actually, my apologies Chris Well then, then I'm going to turn it back to you to share yours and then you can take over from there.

14:36:04 It's all good. It's hard to keep track of tabs on people.

14:36:07 But to just point to my training is pretty freaking awesome. I put a lot of time and effort into making it so.

14:36:14 But at the same time I also know my limitations, and I know what the limitations are standing in front people the PowerPoint.

14:36:22 When I have people in the community who can do that job for me and just internet service recently man cognitive disabilities, I didn't stand up there and talk to my deputies, I had the community member who is an advocate for folks at dementia and community

14:36:38 members and advocate for folks with autism intellectual and developmental disabilities do that presentation for me.

14:36:46 Tomorrow we present to our new hires on intellectual and developmental disabilities and one of our deputies who has a child who has pretty severe autism is the one that presents that I'm there, I can do the class for him if he's not able to.

14:37:00 But I'm not the best person to do it I'm the coordinator.

14:37:04 And I take that title in my job.

14:37:07 Pretty specifically but anyway.

14:37:08 I'm also going to read mine because I put quite a bit of effort into make it into how I worded.

14:37:14 My what and why.

14:37:16 But with the legislature pass the bill I saw an opportunity.

14:37:21 I hate the term progressive because of the political things that go with that term but my agency's pretty progressive, we have nada coordinator.

14:37:32 But to take them already doing and spread that to other folks so that they can do better and their jobs.

14:37:38 But I'm always looking for ways to improve what I'm doing as well.

14:37:41 So I'm looking for that I want to prepare knowledgeable first responders who are aware of the large variety of disabilities, they may encounter on any given day, and quickly recognize them.

14:37:50 But in addition to that are confident in their ability to positively interact with people with disabilities, and this can be anybody whether its victims witnesses subjects suspects arrestees or in the case of the sheriff's office inmates as well.

14:38:04 My what law enforcement and first responder me spend a lot of time in training, and much as pretty boring and presented by someone who's volunteered to do it in Sox.

14:38:26 enforcement find engaging because we have to remember who our audience is. So they have to find it engaging versus wasted time and just not a checkbox.

14:38:34 But improving the disability, but how first responders interactive people who have disabilities is important to me, improving outcomes for everyone.

14:38:38 So the officer as well as the person with a disability is important.

14:38:43 It's important to me.

14:38:45 And the vast majority of Le interactions turned out just fine. nothing newsworthy, but occasionally things don't turn out well sometimes it's unavoidable.

14:38:52 And it's a terrible day for everybody. The person that officer, everybody.

14:38:57 Other times, things could have gone better. And what I want to improve on is to make the could have gone better incidence turn out just fine. More often is really my goal at all.

14:39:11 Anyway, God or sorry, Deborah, do you want to add anything nother. I got my time to oh no I think that's perfect and I apologize for that Chris but I think just y'all know I'm going to compile everything by prompt, so you'll be able to see each person's

14:39:27 responses and then also i'm going to code, go through and code things out I'm a good.

14:39:34 I love that kind of stuff so I'll coated out, that doesn't mean again it's not scenes definitive it's just to begin a place to begin.

14:39:40 As we sort of move quickly. And I think that's something that we need to be mindful of, and I know Chris one of the conversations are one of the tasks that we need to talk about is when we're missing Thanksgiving Are we going to make up, have a makeup

14:39:55 for that. So you know maybe if depending on when we're going to meet again will be how quickly I get that done, is actually our next agenda item.

14:40:05 So, talking with Courtney some about what our objectives are what we have to get done and the time frame we have to do it and then adding on the fact that we have Thanksgiving week coming up.

14:40:15 It'll be a full month before we get together again.

14:40:18 I don't think that's workable.

14:40:21 So these between now and the week with my calendar real quick I think is the week between Christmas.

14:40:30 I have with my calendar real quick I think is the week between Christmas.

14:40:33 Sorry. I think it's either we add a meeting on the 17th which is next week or we add a meeting on December 1 which is the week after Thanksgiving week.

14:40:44 Right, so I was actually going to propose that we change our current schedule.

14:40:48 At least through December 22 weeding out the week of Thanksgiving.

14:40:53 We change to an every week, meeting every Wednesday for the two hours. Hopefully doesn't take that long hopefully we can figure things out.

14:41:02 But that we have, we at least that's on our calendar.

14:41:05 We can meet as much as we need to. If we find that we're getting ahead we can always back off.

14:41:10 But it's harder to add.

14:41:12 So that works for everybody. I'd like to propose the same time, because they're doing now with every Wednesday at least through December 22.

14:41:22 Not during the week of Thanksgiving.

14:41:27 The Wednesday's opposite this Wednesday meeting next week and every other Wednesday, I have a crime and command staff meeting at this exact time.

14:41:38 And because it's about crime, it's my most important meeting.

14:41:53 Does it conflict for anybody else, it does that, Chris. That's why I was I had my hand raised just because I, not every single Wednesday well I have a conflict but I do have some meeting set on Wednesdays during this time, I may be able to come in late

14:42:06 or leave early, and I would make it work as best I can, but I can't commit to the solid.

14:42:13 Every, I will make it work as many as much as I can but there may be times that I'm not going to be able to attend the full meeting or the meeting and all that already I already have meeting set.

14:42:21 Right.

14:42:23 There was one on there too that I had something in there as well.

14:42:27 It may not be able to make it.

14:42:30 Actually it's next Wednesday. But I can see by condemn the same boat. I'd see if I can move it.

14:42:39 And we don't know about the other two that had to leave early.

14:42:44 I would just say that I agree with you that you know keeping the momentum going. I feel a little under pressure to get some things done. So I appreciate doing it more often, even though it seems like a daunting task to add that to our, you know, four

14:42:57 more hours to our month but I agree with, with more frequency, especially with the holidays coming up I think we could lose, lose our motion or movement forward.

14:43:07 Right, I would make sure that we're, we're going to run into that and not get done.

14:43:13 Even if our, our task is much narrower than we'd like it to be.

14:43:18 If we don't complete that task and get that momentum going and then do something like go back to the legislature and say hey we need to tweak even what we've got so far.

14:43:29 Yeah, I don't want to lose that momentum either so as much as I'd like everybody to be able to be there.

14:43:36 Only two folks so that it may not work to do that every time I had a couple of weeks the first two weeks of December.

14:43:46 A couple of weeks the first two weeks of December. I three weeks of December only one of them I may be able to make.

14:43:56 Just because their trainings afterwards. And also turn to read the chat.

14:43:59 Do you want to try to send out a survey maybe, you know, just a brief survey and see if there's any other time that we can add on those off weeks that work for everyone.

14:44:11 And Chris another thing that has been mentioned is that we can form subcommittees. And I think that could also be another way to, you know, subcommittees can be established to focus on, and hone in on and then come back and report to the larger group.

14:44:27 So not everybody has to be in all of that but they're kind of processing and focusing on topics or or whatever kind of subcommittees we think are needed.

14:44:38 They could move more frequently and then report back on those standing meetings.

14:44:43 Right, so I'm trying to frame in my head at least how we could make this work. Given that, if we maintain our current schedule we won't meet again until well into December, which I don't think is okay, I think we need to meet well before that.

14:45:00 Let's go. Let's do this. Let's meet next Wednesday. We'll put it as an agenda item to figure out how to move forward with meetings, whether it's doing the subcommittee task, or whether it's we meet every Wednesday.

14:45:15 I'm truly sorry to the folks that that doesn't work for I guess, actually I probably should do this with a vote.

14:45:24 And mostly not Kathy do we need to do vote or how do we do that.

14:45:30 I would say that you should handle it the way that you've been handling other decision items, which is about. Okay.

14:45:40 Jesse your hand.

14:45:42 Oh, now what do I,

14:45:46 I've got all kinds of little boxes that pop up and cover exactly where I want my cursor to go so I never know exactly, now I did have my hand up.

14:45:55 I cannot meet next week because I'm teaching, but I'm fine with the rest of the thing so if you want a motion to change up our meeting scheduled to weekly through the end of December.

14:46:13 I will make that motion.

14:46:17 Seconded, This is Jill and I know Christopher Scott his hand up so maybe we should get your input before we start.

14:46:27 No, I was just saying I agree, I mean next week.

14:46:34 I said, let's go ahead and just schedule them out for the rest of through December 22 and then like we can always change it again and make it, you know, if we decide to go the subcommittee router or anything like that but at least get it on as many calendars

14:46:45 is that will work for.

14:46:47 So there is the motion to change our meeting scheduled to every Wednesday from one o'clock to three o'clock in the afternoon.

14:46:54 If you are in favor of that, please raise your hand.

14:47:14 Thank you,

14:47:20 So our last agenda item for today though, was to set the agenda for next meeting.

14:47:26 Is there anything particular folks wanted to talk about or make sure ended up on the agenda for our next meeting.

14:47:36 Erica, go ahead.

14:47:37 Oh, I'm wondering if it would be helpful if we went through the curriculum, like together if we look at, you know, as a review of the curriculum like we start with Denver, what did we like about it what's missing and just kind of add on to what are what

14:47:50 our thoughts are. I mean, would that be a good way to organize our are, you know, going into the curriculum.

14:47:58 So actually review it during a meeting.

14:48:01 Yeah, I mean we would have reviewed it beforehand but then we can say oh Denver, what did you like and people can come with their points that they really appreciate it.

14:48:11 And then what might be missing or what do you see ideally could be enhancing of that that might be really helpful to start conversations.

14:48:21 Okay. So, one thought I thought would be kind of weird feel like we're moving toward something, I don't know whatever other people think.

14:48:29 Erica This is Jill Can I ask a clarifying question.

14:48:40 Are you suggesting we go through, you're talking about the curriculum that has been posted. Right. Yeah. posted in the folder correct since we've already been tasked to look at it, it might be helpful to, like, look at it before the meeting, obviously,

14:48:46 and then to bring our thoughts to each and every part of it.

14:48:51 So we're already prepared. Like for instance there was something in the Denver curriculum and I thought was just fantastic. That would be helpful maybe to say Hey, did you see this, what did you think, and then maybe we say okay this is this is a part

14:49:04 of the toolkit we want to add to the curriculum, like that, that one video that the central Texas created about autism, was actually really good. So, I mean that would be one concrete example of like that would be something that would, I would see, you

14:49:20 know, that was being really helpful in a curriculum as part of the curriculum or as part of a toolkit for this Commission's approval or consideration.

14:49:33 So does that make sense.

14:49:39 It does.

14:49:41 Sorry I was going back and reviewing real quick but our document to send out the has our actual tasks.

14:49:52 If we're meeting on a weekly basis, I mean I think that's useful. I think there's a ton of us doing that.

14:49:58 I'm just making sure we have time

14:50:08 Really good subcommittee. True story.

14:50:16 Chris, I had my hands up. Yes, sir.

14:50:19 Um, I think one thing that might be useful is to go through the post curriculum first and see what's there.

14:50:30 If we have two hours, and there is a class already in the post curriculum maybe we should look at the outcomes for that class and the learning goal for that class, and the source material for that class, and see if we can.

14:50:44 Beef that up. Now, because that is going to render a result, pretty quickly. If we can just fix that, having read a lot of curriculums that can take a lot of time to go through the other curriculum so I do think that's a.

14:51:02 That is a good thing for a subcommittee to do maybe having a signing out. I don't know how many there are. I haven't been able to pick through everything.

14:51:13 But maybe assign them out for people can volunteer to read, read through it and represent to the rest of the group what's their rate we have a subcommittee that does the curriculum have other agencies and then one that picks through current post requirements.

14:51:35 Okay.

14:51:41 Is there anything else that folks want to make sure is on the agenda for next time.

14:51:48 Good job.

14:51:50 I just need some marching orders something that's reasonable that I need that I can push before next week so I feel like I'm being productive. You know I'm sure we're all super busy but I need to feel like I'm doing some, I have my marching orders.

14:52:04 So, if we can come up with something to get done between now and next week that would be helpful for me, and I don't know the post curriculum so I'm going to probably look at that anyway, because I haven't looked at that

that'll be informative for me.

14:52:19 Okay, go ahead.

14:52:21 Jennifer you're handed down it was up the second ago.

14:52:25 I was just agreeing with Joe but I think it'd be helpful in the next meeting if we start assigning action items. So, I know it's hard gun.

14:52:36 Cool.

14:52:37 And I was just going to say you know I have a list in my mind of the things I would want included relative to the topic of that I'm here advocating for those living with dimension.

14:52:51 And I'm, I'm curious if you all feel the same way and maybe what we could individually do as well and maybe it's a questionnaire we could develop or something else but identify those those specific ones and then the specific resources relative to those

14:53:04 wants that other folks could then look at so that you know it can become.

14:53:11 Get out of my brain onto a piece of paper out to the group and you can all kind of do the same and then we can at least know what those resources are and then we can look for redundancy right when we're doing those reviews of those curriculum.

14:53:25 Is it redundant what my ask is is already happening.

14:53:34 Is your ask something that is just absolutely not there and we need to make sure that we advocate to get it included etc, etc. so perhaps that could be a nice activity a questionnaire.

14:53:39 Joe like the questionnaire having time to spend time thinking about your why and and what and then kind of answering those questions kind of in between, you know, before the meeting was that helpful to you all.

14:53:53 So if I'm hearing you right what you're saying is, develop a list of our once.

14:53:58 Yeah.

14:53:59 Okay. Here you are. You're nodding so and and was that process activity of completing a questionnaire ahead of time helpful to you with that definitely productive.

14:54:10 This is Jill it's interesting you should ask that because I was looking at it that you can look at it two ways, was it for this group, like why on the web for this group in this commission or the why and the what for the bigger picture of the mission,

14:54:23 you know, the end result so I, you know, it was kind of had two lenses going on at the same time so to be more, I guess, be very specific about the scope of which were looking at things so that we get the outcome that we all want to company, we're going

14:54:36 going to be able to work within this group would be helpful.

14:54:40 Yeah, I appreciate that but again you know I kind of I think the sort of like, wow, it's kind of this was your why and what right and then maybe it's collectively hone in on to our collective why and what but I think we're all here for a reason and owning

14:54:55 that and representing and being transparent about that is important and then, Recognizing everybody else's why and what is also going to be helpful to us and in supporting that too so and learning from each other.

14:55:08 So I think that was really it was kind of intentionally sort of way out there. But I think in terms of my, my own objectives with the again the topic that I'm here to represent Tina, which is dementia.

14:55:21 I have very specific ideas about what I'd like to see included in training. And I think that you know you all may as well. And then I have some resources, not just through the Alzheimer's Association, but we have great free resources, but also through

14:55:35 ICP and others that I've researched in the space so you know we could compile some of those things for folks to look at as well. Especially if we're not really going to be defining exactly what they're going to use but we're going to be providing them

14:55:48 with some resources we don't want to give them everything in the world right we probably want to identify those best of the best practices is Joel I think you said earlier so you know what can we, what can we put out there so that we can then I'll begin

14:56:03 begin to look at each other's lists and resources.

14:56:11 Okay, so we got some action items we need to figure out how we're going to make happen because the one thing that we had to make sure of is that if we talk amongst ourselves we have to have an open meeting.

14:56:20 So people who want to be on a subcommittee together, need to be able to meet at the same time.

14:56:29 And at a time when somebody from the G's office can also mean to facilitate that meeting.

14:56:36 So I right now I see two different subcommittees.

14:56:41 And then a task for everybody. One is to review the curriculum that's out there and available.

14:56:46 The other one is to review post curriculum.

14:56:50 Other folks who would like to be on that first review curriculum subcommittee.

14:56:59 You're saying the post the post curriculum subcommittee. No other everybody else's stuff committee. Oh, everybody else. I think we can just make that an activity like a questionnaire.

14:57:14 Really, what you're talking about like what you all, what each of us sort of ideal, is that what we would want to see including what those resources are, are you talking about all the different academies.

14:57:27 I'm sorry.

14:57:28 So, as we were talking here there's separate things that were discussed. So one is reviewing other people's curriculum, other agencies curriculum and picking out what we liked I think was Erica that said that she saw the video from Texas on autism and

14:57:42 thought that was a great resource. So things that we see other agencies are doing well or, conversely things that we really don't like and somebody's got to pick through that and kind of pick those things out personally I don't have time.

14:57:57 But if there are folks that have time that can look through some of that and find good stuff, stuff that we would want to share as resources to the academies, and in services,

14:58:10 then that would be the other folks who want to do that.

14:58:15 If you do, raise your hand.

14:58:18 Jennifer's your hand up for that or is it up for something different.

14:58:22 Except for that.

14:58:22 Cool. So Jennifer.

14:58:26 Nice the Erica.

14:58:31 Anybody else

14:58:36 has got big tasks to go through.

14:58:41 Chris Can I just this is Joe can I explain why I'm not raising my hand yet, because I it's not that I'm not interested in those curricula, I just really want to see what's already here.

14:58:52 And what exists before we start piling on a whole bunch of other things and see I like what Janet said that, you know, see what's there see what, what, you know if we can make tweaks that are reasons that are reasonable and get a good result.

14:59:05 Or maybe that was you Deborah I can't remember, but that's why it's not that I'm not interested in other, I just really like to see what's here and what we're working with here before we before I start piling more on.

14:59:16 And to your point to Deborah I represent.

14:59:32 I'm here as a family, family, so I. It's not just a discipline and so it's a little more challenging for me I mean I can pull it all and give you thousands of resources on a ton of different disabilities but I'm going to, I'm always going to try to come

14:59:34 back for the hat that I'm wearing in this condition which is parent. And so, it's my, my, my reason for being here is slightly different from my professional reason for being here.

14:59:44 So it gets a little more.

14:59:46 It's a little, it's a little more narrowed.

14:59:53 Okay, it's this is fun to try and set over, zoom, rather than actually being able to talk to all you guys.

14:59:59 It's makes it harder.

15:00:00 So would it be easier maybe since we are meeting every week to between now and next week we review.

15:00:09 Post Academy stuff.

15:00:12 If we do it that way we review independently. We don't have to arrange stuff through the ages office to have a meeting. If we do everything independently,

15:00:25 and then come back.

15:00:27 The following week and look at what is already are the other agencies have Isagenix can go out.

15:00:36 I can't hear you. Now I know.

15:00:41 So, just so you know, that's what I was going to volunteer for because that's what I do virtually every day, but I'm not going to be here next week, because I'm teaching.

15:00:52 So whoever, whatever you talk about next week I won't be privy to or be able to contribute to, so

15:00:59 I was actually a volunteer for the postman as well because that's kind of the world other than as well. Janet, could you send your insights through Courtney, then if you reviewed it could you send some insights through her so that we could still get your

15:01:16 input. I don't have time to do that. This week, I mean it's all written out there.

15:01:19 It's pretty plain, what's there.

15:01:23 You just have to remember that we're not writing the lesson plans, the post does not write the lesson plans, it simply is an outcome that is interpreted by the Academy.

15:01:36 And whoever the instructor is, and I've seen some amazing lesson plans and I've seen some pretty bad ones.

15:01:44 So, we, we don't, we won't have access to the videos that they're showing or the actual content that they're teaching, it's simply the outcomes. but those are pretty plain.

15:02:01 I think you can see. Did they cover what you wanted covered this pretty obvious there.

15:02:08 And Courtney is out. And next week. So, if you're having a meeting next week Stephen I will assist again.

15:02:21 We're having a meeting next week I think we settled that.

15:02:30 Okay.

15:02:35 So,

15:02:35 does it make sense to talk about the post curriculum, next week.

15:02:43 Second of July.

15:02:51 You guys are shaking your heads opposite directions. And I only say no because I think Janet is our expert in that space and I think, again, I think if we go down to what is we want and and what is it we I do, you know, ideally imagined would be inclusive,

15:03:01 and then looking at that, with her, I do think that could be a really good subcommittee even though we can all look at it independently I think the conversation and the informed perspectives are really helpful to me.

15:03:14 So I think that could be really worthwhile and maybe we report out, you know at that December 1 meeting or something.

15:03:23 Yeah, I just I take Joe's point to though that looking at other people's without first knowing what we're already doing.

15:03:31 And I don't want to get hamstrung by time.

15:03:35 And one thing that I need to bring up to is that it looks like both Steve and I, well, and Bo are meeting with our Deputy Attorney General and our post legal counsel at 130 next Wednesday.

15:03:51 So, this could be quite challenging for us. Yeah.

15:04:21 Great.

15:04:12 Me The other option is we go out to December 1,

15:04:19 and not do next week,

15:04:26 their thoughts are coming I can do the week of Thanksgiving I'll be around. But I know a lot of other people won't be.

15:04:38 I'm just, I'm kind of going out on a limb here to say, if we're constrained by the two hours, if we're going to stick with that initially.

15:04:51 I don't think that it's going to take that long to adapt that class. And then the other three or four that I already mentioned that, where we could add an outcome.

15:05:06 So we're talking about adding an outcome, or two to three or four classes, and maybe doing a pretty big overhaul of interacting with special populations.

15:05:20 But I don't think it's going to take two months to do that.

15:05:27 But that's because I have a pretty narrow focus on just what is in the curriculum, where you bring in my, my concept of it is, you're all subject matter experts, and you're going to say here's what should be there, and provide some sources.

15:05:47 And in any case we're farming it out to somebody else to write that lesson plan.

15:05:53 Unless somebody here wants to write a lesson plan that then can be submitted to post and accepted by my community.

15:06:04 So, yes, Yes.

15:06:09 So that, I mean, I don't think that this piece of looking at the post curriculum is going to take very long.

15:06:23 So, what you guys want to do.

15:06:31 The room is silent.

15:06:37 I mean, you guys have all had valid points that, how we look at things, you know look at the post side of things and look at the other curriculum Janet's point is well taken that if you take that more narrow, look at things like the ages office and suggesting

15:06:54 that it probably won't take as much time as we think it does if you want to go super broad like Deborah's suggesting we have a lot of work to do.

15:07:04 So I it's

15:07:07 kind of stuck, I need some input from you guys. Jennifer, go ahead.

15:07:16 Um, I am willing to look at curriculum I'm willing to try to write a lesson plan I don't know if I can do it. I am just a for whatever I just want this to work so just let me know what you need.

15:07:33 Joe good. Okay, here I go. And I don't want to wait till the first.

15:07:39 Um, I think we could potentially look at and again it's scheduling again, could we meet if you, if we only have to 130 with with Agee's office then do Can we look at 12 o'clock, and meet for a shorter amount of time or 1230 and meet for an hour.

15:07:54 Oh sorry, that's my big name.

15:07:57 It's bring your dog to work day, and I also think that I think from a perspective of a non professional in a non peace officer non curriculum writer but the perspective of a family member who works with families with disabilities.

15:08:16 I think that it's I think it's optimistic to think it's going to be quick.

15:08:20 Sorry, just say Janet, because I think that's where we're we're concerned and we see what our what our stakeholders are really looking for so I think you're going to get as we go more input from those of us who are lay people not not not peace officer

15:08:48 not curricula people so those are my two cents I don't want to wait to the first though, and if we, if we do a shorter meeting next week or we meet them we the meaning of thanksgiving and those people can make it can make it, and we keep moving. Like, if I think we should do that.

15:08:52 are all.

15:08:54 Are you you all available at noon next Wednesday.

15:08:58 I know you're not Janet, but I might be able to attend. Right. So Jen and I was thinking, it gives us an opportunity to learn what you already know. and, you know, go through it on next Wednesday and so I for 1am 2am available at noon or 12 or 1230 whichever

15:09:14 works for everybody.

15:09:20 Because I know I can make new work next Wednesday.

15:09:25 Thank you.

15:09:27 And Steve Are you able to make noon work next Wednesday. Yes, I am. Okay, so you'll have support from posts like we can run, we can help them meeting link, go out and everything else all the logistics.

15:09:39 So now what did we decide for when we have a meeting, how many of us have to go there, plus one. Right, right. So,

15:09:52 So, we also have several people who've already had to leave the status of can we do like a, I don't know, we have to do it officially but Can somebody can you send out like a doodle send out availability for 12 o'clock on on next Wednesday.

15:10:05 Is that possible Kathy to send out.

15:10:09 Yes, I can.

15:10:10 But I do think we could offer this as a subcommittee activity that's going to review the curriculum and not everybody needs to be present for that it's just has to be public.

15:10:20 So I think that could be the you know conversation for those of us who want to review the post curriculum and kind of, you know, get into the weeds on that and sort of see, you know, that that basic assessment as a committee, not as everybody having to

15:10:34 be there because we know some folks can't or is actually going to say the exact same thing that this we can look at this more of a committee meeting, rather than a actual commission meeting and we don't have to worry about forum.

15:10:49 And this is opportunity to review, we're going to review what post already requires.

15:10:55 We can talk about through that and then at the following meeting, we can report back to the group.

15:11:01 So we are still making progress we're not letting the holidays and schedules, slow group down.

15:11:08 The other thing is that you can have a meeting with less than quorum, you just can't vote. Right, so you can discuss you can, we can record minutes we can do all of that, and you just can't make any official decisions and vote on anything.

15:11:29 Okay. Okay.

15:11:33 Does that work for everybody who's still left. Today,

15:11:42 seeing lots of nodding so we'll take that as a yes.

15:11:46 Okay.

15:11:50 So, well okay so when it comes to making an agenda for the next meeting is that next meeting next Wednesday. Is that an official meeting that we have to have an actual agenda for you don't, you don't have to have an

agenda, but since we since that's the

15:12:09 next time you're actually going to meet.

15:12:12 I have down that you're going to review post curriculum and discuss post curriculum. And then that you have some other ideas.

15:12:22 And it's up to you whether you get to those or not and that is to discuss other agency curriculum and identify specific desires for training and resources

15:12:45 that I'll send out.

15:12:36 I'll send out something to get everybody's availability for the meeting and then most I mean we'll, we'll meet. Regardless, and have a discussion.

15:12:50 Okay, cool. But I also do like devastating of developer, our list of wants that may not be something that we have to actually start sharing yet but if we can clear something that the tasks that people should start working on is their list of what they

15:13:06 would like to see.

15:13:09 At the end of the day.

15:13:12 Okay,

15:13:16 sir. anything else we need to do today.

15:13:20 No.