

WEBVTT

00:00:01.000 --> 00:00:08.000  
Right wait one more minute gets

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one more minutes if anybody else joins us. I know some people aren't going to be able to.

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So, we'd actually need one more if we're gonna have a quorum. I don't think we are expecting to vote on anything.

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Thank you, Chris.

00:01:01.000 --> 00:01:03.000  
Six.

00:01:03.000 --> 00:01:09.000  
There's somebody on the phone.

00:01:09.000 --> 00:01:14.000  
Hi see

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123450 you're.

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And I see seven, that I may be counting incorrectly.

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Sharon.

00:01:32.000 --> 00:01:35.000  
I'm sorry.

00:01:35.000 --> 00:01:39.000  
What did you count, but not in that way.

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They're

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Alright, let's go ahead and get started calling me into order.

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Real color. There's no way on the phone right.

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So you can see who's on here and make sure that that gets recorded.

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So we're not going to do it for four minutes because you don't have enough folks to do that.

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Is there any public attendance I can't see them if there are no public in attendance

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for so that review of the post curriculum is the idea that we're here to talk about today.

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One of the things that was sent out there's two things that were sent out one from Janet.

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The other one didn't have my name on the top of it but it's the.

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It was the head part it says what's already in the program.

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Oh, now we're up to seven.

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Yay.

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So, Kathy we want to back up and approve it, or wait till next time to you.

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Since we're not like making any decisions or anything this time let's just wait until next time to approve minutes from both that meeting and this meeting.

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OK, cool.

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So anyway, there's two

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reviews that were submitted

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on the post curriculum Did anybody else have a chance to come through it.

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So how do we want to do this we want to go, like I can kind of discuss what I went through.

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So you guys have fun discuss what you guys look through we can do that would work best for discussion.

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Okay, so it looks like we have more people, added, we have Jill now.

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And then there was one other I saw come in.

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Selena.

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I saw somebody else come in

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But I think that we could just start fresh if you want.

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Sorry. I know there's a there's a lot to watch the zoom with everybody's pictures bouncing around and everything so that's way okay.

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Okay so, Kathy updated roll call. You're good.

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I can see everybody and normally do you do roll call by calling names or do you have us record the names.

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We've done it by name and then we record it into the minutes.

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All right.

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So, Daniel.

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Say you're here. Yep, I'm here. Well, Jennifer

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is not right.

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Jill.

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I couldn't hear you.

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Here.

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There you go.

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Atlanta

00:05:40.000 --> 00:05:42.000

here.

00:05:42.000 --> 00:05:45.000

Here.

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I don't see Chris number two.

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Terrence I don't see.

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I'm here.

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Janet I don't see.

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Shannon.

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So approval of the minutes. Anybody have any changes they want to make to the minutes from last time.

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The minute say in the review of post our requirements, the point number three that the Department of law attorneys confirmed that we do not have the authority to mandate additional training.

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I would suggest that that Be advised or suggested because I don't think that's confirmed I still think that's a matter of debate. And I do know from our perspective to our mandate is perceived as inaccurate inadequate so we're going to the maze and the

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bus, right, and we're going to hear from about that.

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Further, I'm sure over time but i don't, I don't agree with that wording because I don't agree with that ruling, so I'd like that to be revised to suggested.

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You know that that was more of, not confirmed I don't think that is confirmed. So if we change the word confirmed to stated, dated or suggested advised.

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I don't think that that's an absolute true so I don't think we should be confirmed.

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I'm good with the word biased. Does anybody have any thoughts one way or the other on the word advice.

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I'm

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sorry, who said that I didn't have

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any other suggestions.

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So Kathy with the one word change to advise.

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Okay, I'm all in favor of minutes.

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Raise your hand on the.

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So Kathy has a chance to record it

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looks like we have a couple who do not have their hands raised, I do not know if they're abstaining or if they are

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opposing so it looks like Chris joined us. Atlanta does not have her hand raised and Dan does not have his hand. Raise so there's just three people that.

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So, Atlanta raised her hand.

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Let's see Dan raised his hand, and then I just joined I'm sorry. That's okay, we're looking at minutes right now so there was one revision.

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But since you just joined it looks like everybody is in unanimous agreement. So, that's fine. Thank you, Chris.

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One point that if I may. I'm Jeff has it been discussed what the role of the DLL council to this commission is

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nothing specific that I can recall I think we mostly focused on the questions that come our way and analyzing commission so opening laws Cora, and then some interpretation questions as we discussed previously related minutes.

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Okay.

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Um, since it's early on in the, in the condition, I was just curious if the members understand kind of what you and Shay Lynn, and what your role is and counsel specifically to this commission, what the role is.

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And, especially given the suggestion just now.

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In the change in minutes. When Council is offering legal advice, and what that means to this council.

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I think it might be beneficial, either now or at some point to provide some clarification.

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Sure. Well, since it's on the agenda for today Why don't we plan at the next meeting, adding that to the agenda we can talk about that in more detail.

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Thank you.

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I'm good with that.

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There are Do you have a question or comment.

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I think Jeff if you could clarify to when you're giving kind of an interpretation versus an absolute because I do think there's a lot of gray in between those two.

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And I, for one, want to understand the differences between the maze and the must it within that legislation so we have the opportunities and, and then we have the absolutes we must.

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And I do think that that's where this my contention lies, is that I think we have an opportunity to make recommendations regarding the number of hours I think we have the opportunity to make recommendations to improve on what's happening, based on that.

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So those are maze, and then we have our muscles and I think the spirit of this legislation is that we have an opportunity to change, law enforcement training, so that they have outcomes that are really supportive of the population we collectively aim

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to serve right. So I think that that clarification for me would be really helpful.

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Absolutely, yeah, we'll make sure to do basically a legislation overview, as well and talk about the breakdown in tasks.

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In addition to the, the role that we can provide for this commission going forward as well.

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Thank you.

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So I saw Atlantis can pop up and then go down, was that was an accident. I'm sorry.

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That was an accident. I'm sorry. Okay. Just checking.

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So then, as far as proceeding with

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looking at West Coast currently has, which I think is the goal today right was to review what is currently in post. And those opportunities within the current framework to improve or change or what's already being taught Janet's than over a memorandum

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that has.

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So that spaces where things can be added, whether it's.

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So she said, you find it,

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including outcome that addresses interactions and persons with disabilities, and some, such as community policing or pedestrian contacts lobby inclusion of a discussion of how tactics might change, and others the Golan outcomes offer an opportunity for

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more in depth discussion.

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She mentioned adding an outcome is not in itself increase the time of class.

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There's more opportunity to add discussion points.

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When I reviewed it.

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I was basically looking at that same thing I wasn't looking at opportunities to change anything just what is currently there.

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And what could be added within the current classes, opportunities to put things in like I put some on vehicle contacts adding a civics performance outcome of interacting with some of the disability.

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Put that in several different places as well and then looking at what's already in the program and places to do, where we could make it better.

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But I'm assuming is I had a chance to look at those right

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see a few heads nodding.

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Jennifer.

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I have a question and then I have a suggestion.

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Um, so I don't know if I liked it the right thing.

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I was looking at what post has on their website, which is like 500, some pages.

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I did not get through it.

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I got to maybe the first hundred pages or so so I have questions based on that, and maybe that's not where it was supposed to look at.

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So I can, I can make suggestions based on that, but other things.

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Go ahead. Good. Um, the other thing that came up.

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When I was talking to, Joanne who was in the chat, at the last meeting she is.

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She works with the arc of Colorado, and she's a person with epilepsy.

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She expressed concerns about the time of training as well.

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And she was pretty upset after the last meeting.

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And I guess what I try to share with her is that.

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I wonder if some of the miscommunication is just that.

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So far I don't know that we have a shared vocabulary.

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I wonder that.

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I think that going through some of this material will give us, which I think is great.

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But I think that maybe some of the frustration that Joanne was expressing and that some of us on the commission are expressing is that.

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I think the staff.

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I'm assuming, I don't know, maybe doesn't have experience personal experience with disability.

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I know Chris has given you know I read through your trading and I think that's really awesome.



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But I just think that maybe our perspective, within you know some people with disabilities, is that the topic is really broad. And so

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after reading what is within the commission, and getting that down I wonder if we could invite.

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After reviewing what experiences within this commission. I wonder if we could invite people who are subject experts to maybe share what they've done on this topic with us, so that we all are on the same page.

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Am I maybe leading us down the wrong path.

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Sorry I lost you right there at the end after you said

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subject experts.

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I just was asking if I was reading, if I was leading us down the wrong path I don't want to lead us down a rabbit hole but

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that's those are my thoughts.

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After revealing this.

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So the original thing that I don't I have no idea what you're looking at.

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The, the document I sent it in a link out to the group.

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I guess it was before the last meeting. There was a link to post current curriculum.

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I remember off the top my head it's 2530 pages long.

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paragraph is on my head it's 2530 pages long. That's what I reviewed.

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It's the outline of what they expect the Academy's to be teaching.

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As far as the inviting people I'm not against inviting people at all.

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That said, I think that was part of what, when the legislature developed this condition and put the specific folks on that commission is that we did get that broad representation that idea but from the legislature is to get the broad representation on

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the commission.

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So you have folks who are in law enforcement.

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You have folks from the disability community both with disabilities and people with our representatives of folks side.

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I think we got that good. That good representation disagree.

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Yeah, just to clarify, um, I don't disagree that we have great representation in terms of parents that people with disabilities and some individuals with people with disabilities.

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So just to clarify my experience, and I and again I know that we have limited time today, so I don't want to make this too long.

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But my experience of being at the Colorado cost disability coalition is that

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one person with a disability doesn't have it expertise on the whole disability community, and that what we invite each other to do is to have expertise on their experience of disability.

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So, like I don't have expertise and and the deaf community. I might be able to learn from them. And sometimes advocate for them, but their voice is really important in this especially because they've expressed that they have a lot of concerns with this

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process someone first met.

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I don't have expertise in epilepsy. And I have, I have some lived experience with like brain injury.

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And I don't have expertise in like what it's like to be blind.

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So that's what I'm trying to say is a lot broader maybe the people who don't have that experience think it might be.

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And so I think that if we employ those voices into the process, even though I understand 12 people in this commission there's a lot of people and a lot of voices and we have a very limited time.

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But at my, maybe illustrate why two hours as a short period of time to maybe share what needs to be taught.

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And so if we all understand the scope of the issue, then maybe people who have expertise and what law enforcement

needs to learn can then advise us as to the best way of going about that.

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Actually that's why when I teach disabilities. I mean, so, so technically I mean I qualify. I've ever been Americans with Disabilities Act. I mean different respects.

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It's meant to be a very broad law.

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Congress intentionally I mean they've, they've made it very intentional they expect to be broad.

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So you actually make a good point though, when we tried to develop a curriculum for law enforcement.

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We have a limited amount of time for for a subject that is so amazingly broad.

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So how do we teach a deputy or a law enforcement officer, to be able to interact with somebody who has autism was somebody who has dementia with somebody who has.

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It's hard to hearing with somebody who is, we can go on and on right now because that list is exhausted, it goes it's meant to go on and on.

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So instead of maybe focusing on so much and how do we train people for specific disabilities.

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It's more how do we train people to acknowledge and respect disabilities as a whole, which is where I really try to go down that road with my folks is that it's, I can't possibly tell you how to interact with two different people with autism, they're

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all different. We all know that if we acknowledge that.

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So how we, I don't know.

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I'm rambling now and I understand I see diversity and she's been waiting very patiently but just to clarify, okay so when we're going through this process which is why I brought it up now.

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Okay, so you brought up certain things in the curriculum and I didn't see what you saw what I saw was like, going through who the different officers are that are covered under post, which is very broad I don't know if that's right.

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But then I also saw a discussion of use of force, right.

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So, within the disability community that's a big deal because if you're talking about.

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Use the force, and you're talking about somebody who's deaf.

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I see Kathy's hand raise so maybe I'm going down the wrong road.

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You're looking at the manual and our manual is about 500 pages long and it is structured into several different things at the very very end of our manual is the curriculum and the curriculum is broken out into different parts so there's a curriculum for

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basic academies, which is what this is the focus stuff, but there's also curriculum for refresher academies reserved academies.

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And so that specific curriculum is like 30 pages long.

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And that's what we're talking about, and even in spite of that, there's just a few different topics that we're focusing on.

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Okay, so if I this I've just tried to explain, and again I understand I'm talking about whatever but I'm just trying to explain that as an officer those issues may be more important than you think and then I'll just shut up.

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I don't want you to think you need to show that, that maybe you, you bring a perspective that I think all of us appreciate.

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So I don't ever want you to feel like you don't have an opportunity to express yourself.

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No, I agree with what you're saying Jennifer that's why I raised my hand and what I think, you know, I've been in a commission before many years ago and having testimony from like listening sessions, right from outsiders, that the Commission listens to

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is probably really

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probably don't know the visual of changes that may be happening issues with depth perception and color and contrast it may become really important in that contact.

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You may not know that you know you may perceive dementia as memory loss but it's so much more. There are many things happening in the brain. So that's to me basic disease education I believe that's really important for everyone who's standing up and possibly

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interacting with somebody who has dementia to know.

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So that's important and then how do I respond to that. I respond to dimension much differently than I respond to a person who say having a mental health event, which is another population.

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So I need to know the differences because if I approach a person with dementia, the same way. It's going to be counterproductive and it's actually really counterintuitive training, because you probably don't know that unless you've been trained.

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And then we want them to know about resources we want our law enforcement first responders to know that there are resources available to them and their resources available to the public that they can hand off to them because that's going to reduce your

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your calls for services. Now, we had a chief in southern Colorado who connected with us and was able to connect resources to a family, and those resources actually resulted in less calls from that family because they were supported.

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We want them to know all of those things and I would argue that class because I've been doing it now for many months, actually a couple of years, and really a lot this year is about an hour long.

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And then we want Practice, practice makes perfect. We know our law enforcement first responders do very well with scenarios and so we have a scenario based online training that's probably about 15 minutes.

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So right there is an hour and 15 minutes and and to me, those are really fundamentals, you're not going to be an expert, you're not going to have everything that you're going to have more tools in your toolbox when you go into that brief conversation

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that has to be dealt with as a first responder immediately with more ideas about what that means. And I think that if you have a two hour, very big picture perspective about what this all means, you're not going to have that really intensive level of

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of training or basic training I don't even think it's an intensive I think it's very basic. That's going to make a difference between having a Karen Gardner event and not and that's why we're here.

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We don't want folks who have dementia to be misperceived by that responder in a way that has catastrophic events and our law enforcement partners don't either.

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This is a risk reduction. This is a community based policing perspective. So this is a win for everybody, it's a win for the population we serve and it's a win for our law enforcement partners.

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So to me, I think that's what we really want to make sure we understand the purpose of this legislation is so that we can teach people to differentiate between these different populations and how we respond to them.

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And I think Jennifer's perspective is really important cuz that's mine right that's my perspective but I don't know autism. And I don't know that how you respond to somebody who's deaf and hard of hearing, I don't know, like as Jennifer pointed out those

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subject matter experts, but we have them, and they they exist in our state. So why don't we tap into those and have a kind of maybe a listening session where we are hearing what other people think who are subject matter experts in educators and trainers

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in our, in our disability community, community at large to tell us what they think are the basic most fundamental I mean I have, I have a lot more curriculum beyond that to teach right but I don't think that's what I need to get in front of with every

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first responder. But I do think those three elements I really want to get in front of every first respond for I think it's better for everybody. So I think the subject matter expert point asking people what is the minimum that our law enforcement at,

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you know, training needs to include at the basic level, and then I, you know, beyond that we can work with our individual law enforcement agencies to expand and deliver more services.

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So, I don't mean to say this and it's not meant to be a smart comment.

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So if we look at the current curriculum it's 600 and some odd hours, right.

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So if we start replacing start requiring extra because we also have to remember that Academy has to fit it within a community college semester.

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It has.

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So, when we teach our folks about constitutional law.

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But let's teach our folks about state statute.

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When we teach our folks firearms when we teach them a CT when we teach them training for driving. When do we teach them. There's well I totally get your point I totally appreciate and I agree with you because I've held it training in my agency for both

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my jail guys and my patrol guys, specifically on dementia, with the community expert.

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So I'm not disagreeing with you at all.

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But when we look in the broader context of what we need to train, an officer in the basic Academy. If we spend two hours on dementia, and we spend two hours on autism because I know the autism, there's a lot of scenarios for that too.

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And we spend a lot of time there's a whole entire, it's not in the basic Academy but CIT is 40 hours on mental health.

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But they do outside of the Academy.

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There's a lot of things that we're trying to cram into a small amount of time and if we did we start recommending to post a week's worth of training

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to start dropping.

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Other things that other folks and other specialties like a constitutional law attorney would say well it's important to make sure we cover constitutional law.

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Another person would need to talk about civil rights. Outside of disability but the other civil rights, we're going to we're going to overwhelm the system, the academy without making sure that the officer has enough knowledge coming out of Academy, to

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do the job, and have the opportunity, they still have the academies within the agencies, they still have their FTO program, they have in service and that's when they get to pick up a lot of those additional skills.

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Sorry I'm trying to read the chat to my feedback on that is this why I'd like to know how many hours are in a semester, and and how many hours are absolutes in our curriculum and where's the, where's the gap, how much is extra outside of that are we literally

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to the wire are there eight more hours that we could easily develop something thoughtful that could be incorporated in the academy, because I don't believe those.

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I don't believe the mandate encompasses all of the hours within a semester so how many hours during the semester, and how many hours are mandated right now.

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And then what's our wiggle room for what we asked for because if it's only two hours.

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That's probably insufficient right so what can you Chris you're teaching, what are the hours and the semester, and, and how many hours are absolutes within our curriculum.

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I only have a small part of it and I beg for more every single time. Kathy up here, and I am a part of our curriculum committee, and I manage all the academies across the state so I can find out for you what I've been told as far as their zero, there's

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zero room in the community college system. Now, agencies are very different. If you, we have a metric that's on our website if you ever want to look at it it has all of our academies and their ranking it has every Academy.

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How many hours they each teach, and they're all different. They have to do the minimum, which I believe is 556, but it goes from 556 to 1500. So there's everything in between.

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And you'll see the majority of the higher number hours or the agencies so they're doing well over, what's required, and they have a lot more leeway Shannon is shaking her head because she works for Arapahoe County, and they're going through review of

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a new Academy. So, um, but what the call the community college system they just don't have that leeway. but I will get the answer for you,

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Joe, go ahead.

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Okay, I, I think, I mean I completely agree with what Deborah, and what Jen, Jennifer are saying.

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And, you know, we can beat this drum about it not being enough time as much as we want, I want to.

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And I think that I may not I, I know that we had this conversation last week, where we talked about, what can we do in this initial because, keeping in mind that with this initial training we're just getting a small percentage of peace officers that are

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being trained so we want to look at making recommendations for further training, because that's what we're going to get more the majority of more people that are going to need this training as well.

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But I, I'm wondering what can we, what can we as a commission make recommendations on for this core two hours and we all agree to our Well, a lot of us agree that two hours is just simply not enough but I think going down into the weeds and the minute

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in the details which are very important may not be able to happen in this initial core training, but looking at how we can make recommendations for further for, you know, what's the next step.

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And I don't know how else to get to that point, if we don't at least look at this core and and make a recommendation, how do we get to the point where we're saying this is what we're seeing and this is just simply not enough here's Here you go, this is

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what we're charged with, but here are the more record the recommendations for further training, and I just, I think it's hard for those of us who represent a lot of families and a lot of individuals to be able to digest that and say okay well, what if

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we get ignored and it's not going to happen that's really trusting that we're going to actually have the opportunity is really challenging, but I think we have to look at this, this two hours which is, you know, we will be able to knock this out pretty



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quickly because there's not much you can cover in that two hours. And so I just really keep thinking we need to.

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I don't want to put it on a parking lot, because I don't think that's I think that's too far away and really knowing that we are doing with in good faith that we're going to be able to look at further training in service training and what that looks like,

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because that's what we're going to be able to bring in all types of disabilities and we're going to be able to bring in different ways of communication and we're going to be able to bring in more intricacies and potentially doing you know role playing

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and all those things that would be really essential. We're not going to give that we can't, and I get that hearing, there's no way no way no way we can do more than two hours is very frustrating.

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I agree with that.

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But I think we need to start somewhere and I think we need to start with this core of what we have available.

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there's opportunities outside that two hours to include like the Janet was mentioning include those outcomes include those resources within those other classes that are already being taught.

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So there's opportunities without outside of those two hours. The one class that focuses on it.

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America.

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Hi, I agree with everything that's been said, what I'm wondering is, if we have two hours, we can focus on the information that's lacking in the curriculum, and then think of clever ways to actually an efficient ways to teach it.

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I touched on this last time where sometimes just talking at an audience is not going to be the most efficient way. And I mentioned last time one of those videos that was created in Central Texas.

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It was a 20 minute video but it seemed like a more efficient way to get information across to help.

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Officers learn a couple strategies and how to approach a person with autism, as well as possibly tap into the empathy that law enforcement officers naturally have for people that have disabilities.

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And so there are very efficient ways that we could teach in a short amount of time, and then add the toolkit that we're talking about, you know, all that other stuff that could be used as well.

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So I think there are lots of levels here and I'm hoping that we, when we get to that point of curriculum that we think about efficient ways to teach and not just look at the traditional death by PowerPoint.

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So, I'm just hoping that we can consider that because I think we're going to help our law enforcement feel empowered to help our community members that they committed to in the first place, not the point.

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The thing is you need to learn all this. It's just a really empower them to feel very competent and confident in learning some strategies some new strategies to help them really feel good, you know, serving their community that they want to do.

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And so I think that's just what I wanted to say I think there's a there's a lot we can do here, even a short amount of time but of course there's more we can do but to really think about how we're teaching, and to empower officers that we care about them

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as well and this is not just pointing the finger at law enforcement do better. So I hope that we can have that message go across also, as we continue on.

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So thank you for listening.

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And I think all of your points are still valid. I think that we need to move forward quickly. We're actually running out of time on this.

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I would not focus so much on the amount of time that we have in a basic Academy. I mean I think we can generally cover a lot in two hours, but again, like Chris put out we have other areas in that curriculum for the Academy where this could be added,

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and coincided with what has been discussed in that timeframe that's allotted, but we also have continuing education within service and that kind of thing with first responders.

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I do you think at this point. How far along we are with our meetings and this commission, we really need to identify our goals or objectives. We need to identify how we're going to deliver this.

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And I think we really need to get online with that as soon as possible.

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Once we understand that we can really begin to develop, whether or not we're going to have a specified curriculum that we're going to send out to everybody.

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As an example, or if we're going to do kind of a vague outline and allow them to fill in the blanks.

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But I really think as a commission. We need to look at a green on moving forward and doing the base first, and then we'll fill in the blanks with what is really pertinent.

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As far as content from here on out.

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Sorry, I was starting to feel from the, the conversation right here that we really need to do what you just said, and that's defined what we're going to work in Are we going to recommend to post a whole broad curriculum map no different from what they're

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already doing.

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Or are we going to recommend a curriculum within what they're already doing.

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And maybe we need to take a vote on that as to what what our focus is going to be, are we focusing on a big broad curriculum with these are, where we want to take this.

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Are we going to

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take it down to that more narrow this is what this commission and this opportunity is for.

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Does that make sense.

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I would say until we have real clarification. Regarding this to our limitation which I don't believe is.

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I don't think that's an absolute I believe that the reality is that's an interpretation and not a mandate so I think we need to understand what the scope of our opportunity is if we're going to be able to,

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you know, offer information and education resources that might be encompassing.

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You know, we agree on six or eight hours or something like that, if that's even allowed I don't think we can make a decision about what we're going to offer to we know how much time we're going to be, you know, able to consider in the scope of what we're

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going to offer. So I think that that clarification from Jeff next week is going to be really important. And then also, you know, then we can maybe decide okay we're going to focus I mean I know we've written a brief and we're will present our brief on

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what we at the Alzheimer's Association would like to be seen included in training.

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But again, our time constraints probably in that almost in one hour and 15 minutes, so you know that's a completely different conversation and I don't see how you fold in dementia disease education and, you know, different things,

maybe, maybe there's

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somebody in the house who can once I submit that they could go back to fit very neatly here right and that piece could fit very neatly here, and you could sort of break that up.

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But I do think we all need to also imagine and hear from the experts in different disability spaces. What are those minimums that we feel would be important for an officer to be given basic information at academies and in service trainings and so on.

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And then we can then we can go from there. But I don't think I think putting the cart before the horse and say we're going to do this way or that way before we even know what if we actually have those time constraints is and maybe one thing I think is

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important, visit the legislature specifically put this commission under the Department of Law Attorney General's office.

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And I will do some reading it seems like that's the their advice there.

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Where you used the interpretation of it. I mean, the Holocaust is under the attorney general's office I think their interpretation is important.

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I don't think we can, we can write it off if it's something that's important.

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Chris, go ahead.

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I just, I think what Shannon said about getting our focus I think giving people the basic information to have knowledge in an academy, which would be only about two hours, is, is, is that is going to be what we need to focus on and then focus on this

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is what we need to do.

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Host Academy in

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an in service plan, how many years every year we have doing in service.

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And we're not making these officers run the states have subject matter experts, we're not, we're giving them the basics and just the very bare minimum basics on how to interact with the public and I think if we get too far into the into the weeds and

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make people try to make people experts on everything or give people over, or give people three or four or five hours worth of education.

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You're going to you're going to lose other things you're going to lose defensive tactics you're going to lose

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driving skills firearms all that other stuff that's just going to be just as important because if something happens.

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We know there there tragedies happen with people with, with disabilities and mental health issues and.

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And we also know that there.

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If we focus too much on that and then something else is is lacking on it on another another area, people are going to be upset about that. So we're not going to make everybody happy and I think we have to come to that conclusion is that we're not going

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to make everybody happy with what we come up with what we need to come up with is something that's going to satisfy everybody, it's not going to make everybody happy.

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It's not going to make everybody joyous, but everybody just needs to be satisfied with what we give so we just give people the tools that they need, but try to make people subject matter experts, we're going to be, it's, it's not going to work.

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I'm just trying to go. So in, and like Chris said, honestly I think all of us have a deep desire to make sure this is very successful.

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We all come from different areas we all have so many different experiences with individuals with disabilities, some of us experience disabilities. So it's, it's very near and dear to all of us so we all want to express what is closest to us and make sure

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that that subject matter is put out there for everyone, but it's very limited in the amount of time that we're given. So, I think just a basis for recognition.

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And

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it's just a recognition and then how to handle this I think is very very important for us to get put down there and put out there so we as a commission can understand that aspect.

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But again, we're not diminishing the anybody anybody's thoughts or ideas here I just think that we'll keep it basic, that's perfect. So we'll keep it basic and open for not interpretation.

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Whoops, I am in a room with an RF and I lost my lights.

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But anyway, that that was, I want to agree and I think that it's important for everybody, I gotta go turn the lights on.

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Sure.

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We have rooms like that too and so I was just checking to make sure mine wasn't going to shut off as well.

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So I bring this up to.

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Deborah put in the chat about the online training.

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That's awesome Association does.

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My, my agency made that required for all of our patrol deputies.

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But that's what we can, that's I guess that's the point I'm trying to make is that in service within the agencies that's where that opportunity to like get to dig deeper, that's where it really comes up is in service, and when we just decided that the

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say when you got an hour you need to sit down and do this. And it was required they had to do it. So at any rate, I think it's important that we probably right now.

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Decide what tax we're going to take.

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Are we going to look at how do we make the current curriculum, better within the within what's already there was already established the time it takes, or are we going to try and make it or try and go towards a full revamp of the entire everything disability

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related within the curriculum, two very different things I'm going down the right path, are we.

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Is everybody

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see a couple of heads nodding.

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Hey Jeffrey job. Somebody wanted to say.

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I did that you change the subject a little bit.

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Um,

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There's two things I guess when one is responding to you but one is what I let me just respond to you, so I don't get us off track again.

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I guess my concern is I hear everything you're saying and it makes a lot of sense right, I support what you're saying and I hear you.

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My concern is that, um, without, without being exposed to, what, what the mandate is which is that first we review what's actually existing. And then we review what training exists outside of that right.

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I don't know how we can decide what the, what we need.

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So I understand that you want a structure, and we need to make a decision, and I support that.

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But we don't know what to structure it around because we don't have.

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We don't know what that is yet.

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Sure, I think, deciding that will give us perspective.

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So are we looking at it at the perspective of, you know, do we take all these trainings of lots and lots of hours and lots of different subjects, or do we take the perspective that that's not something that we can pull off with this commission.

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that we've been charged with with this commission. Rather, how do we make post curriculum existing curriculum, better, better serve the needs of the disability community

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job.

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I was under the impression that at the end of the last meeting last week, we decided that we were going to come together today for those of us who really are not familiar with what the post training looks like, and we're going to review that together.

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That's what I was under the impression we were going to do today so that we could knock that out, so we could see what exists and that's been when made sense because a lot of the people who are not on this call are very well versed in with that post curriculum

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is am I incorrect and what I remember. because that's very possible.

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I think you're correct.

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Yeah, based on the, what's, specifically in our agenda that's correct and I allowed us to get a little off topic.

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At the same time to developing that perspective, it's going to change how we look at the post curriculum, it's going to change how we look at

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other curriculums based on that perspective. But you're right, you're absolutely right.

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How do we have two people have time or just need to be our have to go but I'm Shannon, I am so I have a question for you because you're kind of in this space of really reviewing your approach at the potent your Academy and thinking this through.

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So, the things I just shared right I say our folks need basic disease education so they know dimensions more than memory loss and I say, you know the differences in communicating with a person who's having a dementia related event are different than a

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person who's having a mental so we need to know. So again more tools in their toolbox they can quickly sort of assess and then respond accordingly.

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And when you know the curriculum better than than we do right where, where could you place a disease education component this maybe 30 minutes in length of basic, basic very basic dementia related disease education and then where could I mean I can imagine

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that happening. And I could imagine that there's maybe spaces for that, but being as sort of a subject matter expert in the space of what is in the curriculum.

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Where could those be plugged in, so I'd be comfortable with that, I'd be comfortable if it didn't fall within those two hours but we're going to plug it in, up into this other component and over in this other component maybe they're not all looped in

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grouped together right. So how do you imagine how do you imagine that asked from my perspective, I'm sure everybody else has other ass so that's just my example where we go like something like that in.

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Absolutely. And I'm glad that you asked that and obviously I am nowhere near as knowledgeable as you are. And that subject matter.

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But I also teach first aid and CPR and the Academy. So there is another area where we could actually incorporate some curriculum about recognizing individuals with a dimension episode versus a mental health episode.

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You know this person may be having a medical what appears to be a medical issue but wait, let's take a moment to recognize exactly what's happening based on information that I learned from you.



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And that basic curriculum. There's that area we could talk about vehicle contacts. We approach a vehicle, hey, we have a vehicle that we potentially pin, because this individual appeared to have a medical condition or it we thought maybe DUI they're passed

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out drunk. How can we recognize here actually this is an individual who is experiencing dementia. I really do think there are so many other areas in the academy curriculum where we could incorporate a lot of this recognition and this would include the

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Mencia mental illness, autism hearing impairments. That's huge. I can't hear it's so hard, and people tend to think that I am not very friendly, because I don't always respond appropriately.

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And so I mean I can tell you from personal experience, you know, but I really do believe that there are so many other areas that we may have the opportunity to incorporate this recognition and if within our curriculum that we develop as a commission,

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we could actually put out there and list okay in the post Academy. We want to subject, we want. I'm sorry this topic mentioned here, and we're going to spend 20 minutes on it, you know, so it's incorporated with the current curriculum already pedestrian

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contacts.

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Gosh, there are a multitude of areas where we could actually incorporate this in scenario based training in the academy, if that helps you If it makes you guys feel more comfortable about it, and then again with that continuing education later on during

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in service trainings and that type of thing we can do this scenario based training, like Erica said we can do something with a different delivery, you know, Chris.

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Chris has been amazing over the years with our agency and education, educating us with interacting with special populations. And it's near and dear to his heart and it's right there I mean we all.

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I think they're just so many areas where we could incorporate this as first responders. So, if that helps at all if it if it, and I looked at everything that you had sent in I see that your time frame is an hour and a half on the one topic, and it makes

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total sense to me that it's so frustrating to understand how when you're spending that length of time with something and you feel like it's not even enough for that, and then try to incorporate so much other.

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And again, like you guys are mentioning if you want to wait until Jeff does his presentation understand where do else comes in and kind of what their expectations are.

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I think that's good but we should probably put together the goal, and like Joel said, let's really have a good understanding I don't know if it'll be if we could potentially do a print out later and what the requirements are in the post man know if that

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would help. And we do that research on our own. But if you guys have questions like in the next 15 minutes that would be answered that would help you then, I don't know, it's whatever would make you guys feel more comfortable to have the ability to move

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forward, you know.

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Yeah, and i think that i think the idea would be again.

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You know, it's the chicken or the you know what which is first right. I think that reality is like I know what I need or want it you know, at a minimum, and I don't, I don't know because I'm not a post curriculum expert, where that fits in and I still

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think that perhaps we need to know what it is we all collectively in this space of servicing populations that we're aiming to support in this.

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If we knew what we all kind of collectively thought was the most basic elements, then we defer to our post partners to say, Well, we can plug that in as 20 minutes of basic disease education on that and over here we could plug this in on this topic within

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within the existing or maybe some things we have to agree. Okay, we'll just make that part of the service follow up training, right. So, but I think maybe knowing what's in the post curriculum isn't as important to us yet is knowing what it is we think

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our officers need to have as a basic training and then you guys informing us where that could fit within the curriculum beyond that basic to our space that supposedly we're, we're limited to and directly addressing persons with disabilities.

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Does that make sense anybody else I mean, does that. Is that just how my brain.

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your for lack of better way to put that your baby right that's that's your subject matter.

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So, if we get if we put stars in for dementia, we've got to make sure we cover all like Jennifer brought up epilepsy.

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We have a should cover that

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outside of this topic yesterday.

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We wanted to put out a list of the agencies that are helping us with this incident up in Estes Park yesterday.

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My number one fear in doing that, is I'm going to miss somebody absolute number one fear. We went through the list multiple times, making sure we caught everybody within 10 minutes of pushing that out.

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I had a phone call.

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And Miss somebody.

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So I really think we need to take a very broad look at disabilities, and make sure we train officers, how to interact with people, to draw people.

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And that's what we're looking at rather than focusing on all the little things don't get me wrong I agree dementia has its own unique quirks just like every other disability has their own unique quirks and that's where we depend on officers humanity and

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you call the empathy. Earlier, I call their humanity comes out to be to appropriately deal with whoever they run into. Regardless, disability.

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Jennifer

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me I think there's a point where we just need to respect that. This maybe isn't what we thought it was and, like if the officers, especially those who have experienced lived experience with disability are saying that the way we thought we were approaching

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this isn't quite and then maybe we need their expertise and how to make this like as useful as possible.

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I think that's what Jeff is supposed to provide us with next week is kind of that, that perspective of what our objectives and goals and what the role of the staff from the Department of ours are providing us and all that kind of stuff.

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So we're adding our America already had to leave.

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We kind of had that that mindset that we were going to review what's already in post.

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Cathy, could you send out that 25 page, learn 2030 page document that is actually the over outline of what is included in the post curriculum.

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And we can dive into that again and then we can.

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If you need to look at that next week again.

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Yeah, I can send that out.

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So we're all looking at the same document.

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So Steve also sent a link in the chat.

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If you'd like I can send.

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Send whatever documentation from post you need I did put the rankings for the academies in the chat so far.

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What do you mean the rankings. And when I talked about the academy metrics and all the statistics that we maintain on our website, including each Academy and how many hours each Academy teaches.

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Those are included on our website and Steve, put that information in the chat if anybody wants to look at that.

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But I'm happy to send our curriculum out to the community.

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Cookie if you don't mind sending it in the email I think it is.

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Yeah. Yep. Fine, thank you for agreeing to be easier to find and get back to them trying to get back to you within the chat.

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That's fine.

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So I saw Deborah's come into about preparing ideas for minimum training.

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Before we go down that road.

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I think we need to figure out what are working within the current post curriculum. Are we going to start recommending things. In addition to what's currently in that post curriculum.

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and then we can go down that road.

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So yeah so continue look at the posts requirements posts outline what they're currently teaching places that you think we can include things

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that somebody popped in that I don't know.

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Anyway, so.

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And it was certainly what's already being time.

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Next time we can do better about staying on topic with what's reviewing what's in post. I think this was a valid discussion I think this is a great discussion to try and drill down as to what we, we think those deliverables will be though, I hope you

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guys agree.

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So maybe we'll have anything they want to add.

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Trying to type it but I'm not doing a very good job so if I wanted to get for example what those what our brief is that we're preparing regarding what we hope the minimum training would be, can I send that to staff, and then staff within sit be able to

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send it to Shannon, for example, maybe you know some of the post experts in the room just so that they could imagine.

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In shed likes I'm happy with it being wherever it is right.

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But I, I do think, I think that's probably where we're going to land it we'll see what Jeff says next week, but I think I'm going to push back hard guys I'm not going to say oh well that's, that's just how it is I'm going to say that wasn't the intent

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of this legislation. This legislation is here we're here as a commission to sort of solve a problem, and just saying well we only have the same two hours.

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And that's all there is and too bad so sad that to me isn't solving the problem. So from my perspective, we need to solve the problem that the intention of this legislation and the intention of this organization is to really support a law enforcement,

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other first responders so that they have the tools and skills and abilities and resources they need so that when they have those interactions, they're just really well done, which is what those officers and first responders want to right.

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So that's our intention and I can just go well. That's all there is to it. We have a really sound opportunity here to change things and whether I disease education but my disease and you know the Jill's Oh Joe you work with a different population gentlemen

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we all have our own constituency groups and then there's people in the room, or people who aren't in the room as Jennifer's began with who are subject matter experts that we are not.

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So what are those asks, and then Where could they fold in and how do we then train and support those Academy team so that they can do it themselves or they can invite those subject matter experts in to do it as well, you know, whatever, whatever that

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looks like because I think that's going to be the end product. And I think that would be really helpful so can I send, can I prepare that and have it go to like Shannon because I know I can't correspond directly to Shannon and that kind of thing.

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That would be Kathy question, and you can you can ask for items to be sent to the entire committee and for educational purposes as you guys noticed I sent out several items in preparation for today's meeting because different commission members wanted

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kind of general information available to everybody like Jennifer wanted some information about the definition of disability, those kinds of things. So, yeah, Deborah if you would like that information available, and you're, you're welcome to email me

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Courtney will be back on Friday.

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So, I would say, as a Friday please communicate with her, I will be briefing her on Friday.

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But up until Friday I'll continue to handle everything until she gets back.

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And honestly, I mean I I know from my perspective as an academy instructor, but reaching out to post the Kathy and Stephen and Courtney would probably be a lot better.

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Obviously they are well versed with the post manual from front to back, right.

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So, and again with the rules as the commission I think it's important that we share with everyone, and we go through Courtney or Kathy, and then that way we're all included in them, and there's no side discussion or what could even appear to be side discussion.

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That's just my thoughts on that I don't mind, but I think it's important to, to have a proceed that way.

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So we're kind of getting an agenda put together for next week.

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Have in the back of your mind we, we need to have a decision made on what are our proceeding, and that'll happen after Jeff's discussion on roles and all that sort of good steps.

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And we, we need to decide how we're going to proceed. So we can proceed down the right path.

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So have that in your mind and till next week. I hope you guys can make it. I mean is the Wednesday before Thanksgiving. It's a regular workday for me so I plan on being here, unless we have crazy fires and weird stuff like that.

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But other than that, I think we're good. Oh, Jennifer Sorry, go ahead.

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Sorry, I'm just trying to understand, I get you will need to go.

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Um, I understood from reading through what we have to do that, we're supposed to read all the existing trainings, better in this day.

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And so, to me that means what people teach about disability and interacting with law enforcement.

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And I don't, I guess I'm just not clear why we're making a decision next week before we have exposure to what that is.

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Sure, it's nothing next week is, I think, is just about perspective.

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But are we looking at totally revamping what post curriculum is or how do we fit our charge within the curriculum that exists.

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That makes sense

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for us, that was asking you if that made sense to you. I was typing What did you say, I was typing notes to everybody, well what I'm trying to explain is that I'm

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okay I know this this question this long I felt really bad. I felt like I do well the whole thing. I'm very sorry.

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Okay.

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Jennifer I don't think he derailed anything. I think this very foundational

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path we take, and I think your question was exactly what we needed to begin today. So thank you for that.

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So what I'm trying to explain is that from the perspective of people with disabilities.

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You don't make decisions without you don't make decisions without them. And from what I, from what I feel as myself,

just looking at the post curriculum, without understanding all of the disability issues, as a group, and it doesn't make sense to just

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base that on the post curriculum without understanding as a group all of the other issues, like to meet that doesn't make sense. I guess we can talk about that next week because I don't, I don't know how else to convey that.

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But,

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to me, the process is it makes sense, but I can see that I'm just prolonging the frustration. And I don't want to do that. So, I don't think that you're prolonging any frustration at all.

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Okay, we're what our intention is is to look at the requirements of post to have a better understanding on the areas, based on your experience that we can improve teaching, law enforcement and other first responders, and how to interact.

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So it's, we have no frustration at all and that's why we're kind of going back and looking at these requirements to see what we can improve that.

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Based on your experience. Okay. Okay. And I guess what I was trying to say to the beginning of the meeting is that I don't have that experience. No, you do what I'm saying you experience as an individual with a disability and your community that you're

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bringing in.

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That's what we're saying, okay, you may not have experience with exactly what's written down in the manual, but will give you a backbone of what is delivered to an academy class so you can see that.

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And then, as an individual with a disability and the community that you're representing you can give us suggestions on areas in which we could improve teaching our basic Academy, those skills in recognition and interactions, that's all.

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Okay.

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Awesome. Thank you, Sharon.

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What I think I hear you saying Jennifer so correct me if I'm wrong, is that if we're going to make recommendations for a population that isn't necessarily representative that that's actually not what we're supposed to do when we're serving underserved

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populations right we're supposed to hear from and be thoughtful and and we have 12 members and we kind of all come to the table from different perspectives and again I I host a lot of community forums in my work so, because even when I go into community



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just on dementia right we want to go in and ask the community. So I do think there's value in getting input from others but we we can invite folks to come and give public comment at the beginning of meetings, right so we can ask people to come and share

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voices.

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One of the questions I have for you, Cathy is, if we had subcommittees for example because I really think the weeds are going to be, we try to address every topic, as a small this group.

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There's a lot of details right so if we're going to be topical specific or however this has been moved forward.

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If we have subcommittees can we invite outsiders to serve on a committee or is it only limited to the condition numbers.

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Um, I would talk about that next week with your legal counsel, Jeff and Caitlin.

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I'm from my perspective, they can't serve on the commission only commission members appointed by the eg conserve on the commission.

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However, anything that we post publicly as a public meeting, public members are allowed to attend. It's a matter of what your rules are as far as their participation and what I believe you allowed is two minutes per public member to comment at the beginning

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of each meeting. So, that would that would be the same in a subcommittee meeting breath.

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And we add that conversation. Chris to our agenda next week some of that structural so because I think there could really benefit from some subcommittees because I know I again I acknowledge I have a baby.

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And I think that's okay and I think, but I really respectful of your baby too. Right. I think that our shared ideas are really important here so how do we make sure that we're being thoughtful about that that could be really very intentional work that

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maybe subcommittees could do and then bring back to the larger group. So, I keep findings and that might help us move faster, especially if we could do it in the first couple weeks of December.

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Yeah, I'll work with Cathy and Courtney agenda.

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So, Everything on here. And, as well. I think this discussion is really really important a lot of conditions have been established for millennia native and established since the founding of the Union it seems like, and they've already gone through all

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of this kind of stuff. we come from, 12 very different backgrounds, and with the very.

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In my opinion convoluted no piece of legislation creating us.

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And we have to have these discussions in order to be able to move forward in a meaningful way.

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So I appreciate this discussion I'm glad we had it.

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And hopefully, it moves.

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We're able to take what we did today and move forward to more more good stuff.

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So we just don't have that opportunity, you know, like other Christians have had where they've had years and years and years to do this, and they get to new people every two years and never 10 have already been there.

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We don't have that we're all brand new. So with that, I got, I have to go back to our Joint Information Center, go do that fun stuff.

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But I appreciate all of you guys being here.

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We'll see you all next week.

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Have a great rest of your week and weekend.