

WEBVTT

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You're muted

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there you're

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There we go. There we go.

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I hate this cord, but I really think I would hate the other, the air, air pods more, so I just worried like my kids all have air pods in their ears are little and so like if we're on a plane or something I was worried about when I'm falling out.

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Yeah. And it going and I they hurt my ears so I don't use them but I like the courts you so I can at least they fall out at least.

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Right, they're still there they're not gone. If everybody has air pods. How do you know who are whose, or does it matter.

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Well, they all.

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They all touch to their little air pod case and we had an engraved with their names because they're so they all have their names on their air pod case because their pod.

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What I learned was that like let's say you lose your case, or you you the air pods only work if they're near the case.

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Oh, that's the Wi Fi.

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That's like the connection.

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Bluetooth. Yeah, so they don't want to know that.

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Yeah, that's what that's what I'm.

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What I've what I've learned recently, because I've asked my kids like what if you

lose one or what if somebody takes your case will you have your, your air pods in and they won't work without the case.

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So, anyway, it's interesting. I think I'll stick to my wires.

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Morning Jennifer.

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Sorry we got down the air pod rabbit hole.

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And there's it's funny some there's some apps like WebEx, I used to with my last job I was on court hearings all the time, and WebEx would I could never get my audio to work like this so I would always have to have headphones in for WebEx is just a setting

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on my computer that I couldn't figure out in terms of output but I couldn't hear it either. So I well I have this this is a, this is plugs into the audio jack.

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Yeah, these are not from my phone. These are just for the computer now.

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Yeah.

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Cuz you had to have an audio jack.

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Well, I had to, for some reason I just couldn't figure out which speakers like this works fine teams works fine but WebEx would always use different speakers and I could never figure it out.

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And of course I would always be getting on WebEx right at the time of our court hearing so I wouldn't have time. so I also have a, I have an audio Jacqueline and then I have the ones that plug into my phone for plane, right, that that yeah yeah the cable

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but it's crazy. Now sometimes I've tried him on google classroom, and they didn't work at all. I couldn't use earbuds or whatever they are. so you don't appear on you.

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Yeah.

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Yeah, it's just is different, and of course people who know technology, look at me like I have two heads because I really do you just have to change your speaker output.

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Okay.

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I don't, I could look that up later but don't have time right now. So I neglected to turn on the closed captioning last week. So we're going to, instead of posting closed for this meeting, so we're going to put the audio up on our website instead of the

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closed captioning.

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Since I I didn't realize it until the afternoon meeting and Christmas said, Can you start that and I thought oh crap I didn't start it for the earlier one.

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I don't even know how you do it.

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It's

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a live transcript. Okay. Yeah, it's so we have I have a webinar license so we can do this webinar style I don't know how I'm sure you can do the same and regular meetings.

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I can see it on my screen but I've never used to.

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Yeah. And then, deep down in the settings of zoom you have to go down and click that it's kind of save it, because it's one thing to have it but then you have to make sure and saved so that we can post.

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You know all those little settings that you have to get.

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Yes, all those things I practiced on my family last year. Yeah, or I had to host a meeting.

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Yeah, well there was one meeting December eighth that I was out.

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And we're having a hard time getting the recording from that because it went somewhere other than my computer, because I wasn't doing hosting so we're still, still haven't found the closed captions for that, even though they were done.

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So we're working hard.

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Yeah. Anyways, Morning Josh and parents. Welcome. Morning.

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Morning.

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We are missing too. Right.

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Chris Scully and Dan bright, you're missing Yep.

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I know Dan had that line of duty death last week that was on Friday the funeral so I'm hoping he can join today.

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But it's also a holiday week so I haven't, I haven't received notification from anyone that they won't be participating this week.

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Well, we can wait a bit.

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Josh since you weren't here last week. Did you get a chance to see.

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I didn't read the minutes I because they're not. We can't vote on him anyway so I didn't look out.

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Yeah, they're just notes.

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So I don't know if it told you how the process worked. Did you, did we was that described in the notes. I'm just that you guys were going through the entire curriculum.

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Okay so, as a group and adding and subtracting and sharing ideas as you went through the curriculum.

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OK, so the documents, I have open are the agenda.

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The basic training, academic training curriculum that has.

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It's the same one that Courtney sent out yesterday.

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And at the top of it, a hat right underneath the hours it has a red insertion by Chris Smith.

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So there's that. And then I have Jennifer's PDF of the comments she made because I still didn't get a time. This is a horrible week for all this, all my work is do this week, plus you have to wrap gifts.

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Before we get in before we get too deep, we do have a public attendees so I just want to check with him to see if you want to make a public comment at all.

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Just before we did too.

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You're welcome to keep chatting, as you're kind of filling him in about what you guys did last time, and I'll ask.

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All right.

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And also Josh since it's such a small group.

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I invited everybody to turn off their mute, if you want to stay muted It's fine, but it's, I wanted it to be less formal and more chatty. And if there's, there's only five or six of us there's no reason to be too too formal so everybody behaved well and

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it didn't get out of hand. So, the work will spare you that since I have a bit of a cold right now and don't want you to listen to my coughing and sneezing sniffing.

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That's fine.

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I keep mine on and meetings because I never know when the cats are going to come in

here and start yelling for something, so I did check in with Mark.

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Mark if you can hear us, you would need to unmute yourself but you have a chance to do public comment now I sent you a chat but I'm not sure if you got it.

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For some reason I cannot get from my phone. And the answer is no, I really have no public comment I'm just listening in today.

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Okay Thank you sir.

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All right, you can go back to your

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regularly scheduled regularly scheduled program.

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So, Josh, do you have Jennifer's comments downloaded, they are on the move it.

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document. It's called Roberts markup marked up.

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I do not see that I got.

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1234.

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About five file notifications and just the last two days.

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So should we already know it to you real quick.

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Um, Yeah that would probably be fastest way the fastest.

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Yeah, it was uploaded.

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A while back.

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She was like the only one that observes the deadline.

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I did it early, that's why.

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Well that's always good.

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So what I did was all of the other mark all of the other documents that were submitted with comments, or suggestions for the curriculum, I went ahead and added to that.

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The curriculum document, because I thought that was easier.

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I certainly was going to add Jennifer's but hers, a lot of hers are discussion points that I think we need to discuss rather than just copy into it. And so we started doing that last week, we went through all the way down to interactions with special

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populations so that's where we ended discussion last week. And we're will pick up with it today.

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And let me tell you what page that is.

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And Josh, I just emailed it to you if anyone else needs it just for easy reference, just let me know.

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is on page 25.

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So I think everyone agreed that this was the most obvious place to add

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outcomes.

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That would be

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would impact the training.

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I have a 15 page document

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should have a 61 page document.

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I sent him the Roberts markup, that I had there Oh, yeah. No, that's, yeah her documents 15. Yeah, okay, the curriculum 61.

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Yes.

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Joshua me a reason that, please I'm having trouble getting into the files.

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Apparently, your computer since the last meeting. And so none of my passwords are said, yeah, that's always been, I'm Jana Do you want me to send the new one that's that was just approved by the board.

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Now, because I didn't, I didn't haven't put any of our notes in there in there. Okay, yeah, we'll just keep working on this one and I'll transfer them over.

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Okay, let me get my hands on that real quick.

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So the one you sent yesterday, the one that I sent you, is the one that he needs.

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Okay.

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So Jennifer, I'm looking at your document and I don't see a interactions.

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And I'm mine it's on page eight, seven and eight. Okay.

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I must have scrolled right by it.

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Yes, okay.

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I did it a little bit differently, you know, it's confusing.

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No, it looks like it's an order

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just didn't see it.

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Okay. So, are we all good.

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Yes.

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Yeah My computer is

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not cooperating right now so I'm going to send that to you soon as I can pull it up, don't mean to send it to you again.

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No, I should have it right here I'm just trying, getting it through my hair I have it right here. Josh I'll send it to you right now.

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You should have it momentarily.

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Thank you.

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Yeah.

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Okay, so we're on page eight of, Jenna first document and page 20.

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What starts on page, the bottom of page 25 in the curriculum.

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Did anybody have any in the, in the, over the course of the week, thoughts, second thoughts, ideas that we need to add to this we've added a two outcomes.

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Plus, I did, I should have worded this eight outcome for the plays a role plays in scenarios and I didn't get to that.

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We it So just to clarify, The initiative and our for domestic violence.

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Okay. Yeah.

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But and the resources that I sent to Courtney there's other organizations that would also be good resources in terms of getting Lyft experience and role play scenarios if those are needed.

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The best one was, we wouldn't.

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I think what we agreed was in the role place, the only

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the only phone using people with actual disabilities, would only be a good idea for the auditory disabilities. Well, deafness, I guess, really, because if the others cognitive and so forth, would be dangerous to use.

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People with actual cognitive disabilities. So, but we could have a panel with people talking about their experience like they do and see it. So that's where those organizations would be helpful or you maybe to round up a panel would couldn't be too many

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people, because the class right now as the class stands it's two hours.

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We've danced suggested ways to cut, other classes which I totally agree with some of the other classes need to be cut. And, and most likely will be.

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But, so we can add time but a panel that best with five or six people will last an hour, I would think.

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And that's about the most logical way to do it.

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Okay, so it sounds like we agree that this class is a good area to focus on Am I right on that. As far as the mission of this bill.

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Well, this class is the most direct directly related to the bill. Yes, I think there's other place, the other places we've already identified are valuable, and they'll all come together with that.

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Now, you know we we could also make a suggestion about where in the academy it falls as well, like if some of the other classes, should be done first we can always make that suggestion is a recommendation.

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We can't dictate to the Academy where they how they sequence their classes but if we feel that this one should be later in the academy after they've had some of the other training, kind of, to be a culmination, we can certainly do that or we can

suggest

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that it comes before some of that other training, so that when they have a role player in the building search class for instance they have an idea of how to handle that situation.

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last Jennifer.

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My correct, it must have been her internet that went out because every one else's.

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Yeah.

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The class does not currently use actors are all players for.

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Okay. No, they're black.

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Well, it's highlighted that the highlights, by the way, are what Jill peg Cox suggested she wanted to bring to our attention that we need to look at it, or that's a good place to look at it, that's the only significance of the highlight.

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So the black font is what currently exists as the outcomes.

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And judging by how they're written the classes, then lecture and the ones that I've seen lesson plans for have just been lecture, no role play. That's that's kind of huge.

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Remember, just from everything from legal training to medical training courses, we would have to do this.

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And I don't think I would have learned, half of the things I did, without going through those, I mean we had actors, come in and play these roles and, and sometimes we had films of people interacting with actors because they couldn't do it for every class.

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So it's like okay right.

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And it would be doctors or other first responders, with, like, oh, here's the

outcome, you know, with a normal person and here's the special considerations with, say a deaf person or elder and I absolutely agree with you, Josh.

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I am big on RBT reality based training, and that's what we're pushing for.

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Welcome back.

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My Computer froze.

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I had to restart the whole thing I'm so sorry. Well that happened, you did it fast.

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Josh was just talking about using actors and role plays and scenarios in the academy training. Now, I would say, this, that, that is our goal for all classes that we would would do that.

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Videos would really be handy if we had them that.

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So, as it currently stands, this curriculum is the sole control.

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We have over what and how the classes are taught in the academies the Academy's get to decide how they're going to set up their class, as long as they meet the outcomes.

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And don't do anything crazy. What we don't know if they're doing something crazy.

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Anyway, if they haven't written it down, we wouldn't know unless we actually go and watch the classes which we just don't have the people to do, so they can do their class however they want to do as long as they match for me at the outcomes.

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What we're trying to do in more classes is to specifically say you need to do, or submit a series of scenarios, you need to do field exercises and all of that sort of thing.

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So we're trying to drive that coming up with the videos is a great idea.

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Whether academies will make videos and share them, I don't know, somebody. I've seen some really good videos, and I've seen some that were not good at all.

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So that's kind of out of our control that's a little bit.

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So, a budget issue as well interest, Jennifer, and definitely a law enforcement perspective, what, what do you see as students needing to get out of this particular section of the curriculum.

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My thought is that this needs to lay the groundwork.

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So I think it needs a come earlier. And then, this creates awareness, plus some inputs, which I think are valuable in incentives specific scenarios. and in the panel.

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And then other classes, like, I keep using building searcher vehicle contacts, other classes that require scenarios would build in scenarios or situations where the officer has to deal with someone with a disability of some sort.

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Not.

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I mean, we couldn't have the full range of of situations in a class because the if the point is how to do a building search, and then deal with whatever you find in the building.

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You can't. I mean there's still a limit to how long the class can be and. And so what I'm suggesting is we build those scenarios specific direction for scenarios into those classes as well.

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That's more contextual anyway.

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Chief What do you think,

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I, I agree with what you're saying I, I think that we're limited by the constraints of the constraints of the bill itself.

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And it's just incumbent upon us to get a good foot in the door right now. However unsatisfying that might be to us.

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And what if we can get a good foundation going and I think I said a couple of meetings.

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We don't have to disband after the February date.

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They'll work together to continue to include more and more and more. and there's in service training and post is working on a new basic curriculum anyway.

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So

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baby steps are necessary right now I'm sorry Jennifer.

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I didn't mean to interrupt you, but I'm just trying to get a sense of what do you think that officers know, going into this class about people with disabilities, going into this class.

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Yes.

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In the basic Academy, that could be a lot, they get to be experts on it or they could know absolutely nothing going into this class.

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But by the time they're done.

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They this, what this course does what the basic Academy does is it pairs, new police officers to be generalists because of all the things that they have to learn and all kinds of people they have to interact with and all the statutes, they have to enforce

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and agency policies city policy.

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So it, it gives a good foundation the real learning occurs on the streets during field training and during the rest of the time that they're on probation.

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And so the Academy is reinforced by continuing education. And that's why the in service component is so important. So what this what we should be focusing on for basic Academy is a broad approach that gives some overarching concepts.

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And then we can refine it with specifics later on. What I'd like to see this is neither here nor there is supposed to get some more statutory authority to require that things are taught a certain way, with a library of scenarios, a library of videos,

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so that we can ensure that not only this committee but other committees that the objectives of post and the objective of objectives as our of our communities are being met.

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I'd like to know what you think is the, what do you think we could. Most accomplish here to build that foundation. you know, I understand that.

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We can't do the world.

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But it sounds to me like you've got a very clear idea of what we can do now to then build from.

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I think that's a strong conservative approach, limited time we can do something.

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And and I think we're working toward the same goal. Absolutely. Do you see that looking like. So

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all we did last week was, as we went through the curriculum and looked at everybody's notes. We looked at places where it would be advantageous to integrate some of the group's objectives into existing curriculum.

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And I think we hit on some pretty good areas I think you're going to get a marked up copy of that should have. Yeah, that's what what everybody should have is what we accomplished last week.

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And then what's left to do.

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And we're where we are now is the interactions with special pop populations.

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And we haven't gotten into this discussion yet, but we're going to give further emphasis there. So what we're doing now is, is integrating the group's objectives, into the existing curriculum of probably focusing heavily where we are today.

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interactions with special populations, but also integrating these things in other places, so that it's a constant focus throughout the training.

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And once we get those objectives those training objective set. And then we meet our statutory requirements. I will be more than willing to continue to work on specifics that we can integrate into further curriculum and in service, and I'll even offer

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my training staff, my media people to shoot videos. We're more than willing to help in any way that we can.

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I just can't pay for actors.

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And so with what you all know about disabilities right now. and what you know about law enforcement.

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What do you personally feel like officers should leave this class with.

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And in general, basis.

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Generally, similar to see it and I don't know if you've been exposed to see it training, but it is excellent.

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and see it de escalation all of these things, I cat or I cat whatever it's called all the, what it does is it reduces or eliminates that action imperative.

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20 years ago when we got to a scene we thought we needed to take control, we had to fully control it. Anybody that wasn't listening to us was a threat.

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And a lot of times that was because they were mentally ill or because they had some other kind of disability that we couldn't see.

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So what this cut type of training does is it eliminates that action imperative, and it, it forces officers to remember their priority objectives, safety, period, safety, safety of everyone involved.

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So it slows people down, and it, it reminds us to use our senses use our perceptions, to try to get an accurate picture of what's going on. Everything is in

criminal, everything is in a threat.

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So we focus on slowing down. We focus on observations. And we focused on potentially getting resources and again our objectives is not necessary for everybody to go to jail, that if necessary for everybody get handcuffs, because that's not necessarily

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a solution to the problem. So what this training does it will interject.

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The ability to recognize that there's something there may be something going on that we can't see. And if there's not an active and imminent threat.

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We should slow down, create distance, create dialogue or listen, get additional resources to the same and help or maintain rather than hurt or make the situation worse.

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That's the thousand foot chief view. Now the tactics, kind of be up to trainers to develop.

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And I think if you have the summary document that was originally uploaded to the software, the website.

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I think chief Gordon's I think those thoughts are summarized there.

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And what he just said to, in my mind, is, is going to should impact, almost every of every class at least up the patrol procedures. There should be something along those lines included in those classes that supports what he just said, and that's what's

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it. It's not just one class, it'll never be just one class that changes the mindset of anybody in an academy no matter what they come in I mean some people come in from other states at possibly already having served in law enforcement some people come

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military backgrounds, some people come from. Community College, and they still live at home. So you just have such a wide range of people. But we, we want to impact their mindset and give as many different application or chances to apply that mindset

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in different situations as we can. So it's not just one class because that'll never be enough.

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That's not going to change anybody really.

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But when if they do it. Time after time after time, and are are required to reflect that in the reports in their tactics in their calls for resources, whatever.

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Whatever is involved.

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That's why I said that in the very beginning that we need to think about those skills and I think what you've just said pretty much sums up what that is.

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So as we go through.

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And we probably need to get started.

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As we go through this document today. That's what I think we should be looking at and I think we add, we did add that last week to the one to the courses that precede this one.

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Does that answer you.

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It does until I'm just trying to understand from a disability perspective what would be most helpful.

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We're what we did last week was tremendous. Okay, because as we get to a specific just just like what I just said about training police officers, as if as long as we in this group or talking about generalities.

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I don't think we're going to accomplish what you want. But as we get to each specific class and we see where can. Where can we impact this class.

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That makes sense to me.

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And we end up will end up with a workable document.

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That's what this subcommittee needs to do. And I don't know if we'll need to meet again or not but this subcommittee needs to end up with the curriculum revisions that we want the committee to us, the the curriculum committee to consider.

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Sure. And I think I can speak for the curriculum committee that I doubt that there's going to be any objection to anything we've done so far, so.

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Okay. So, are we ready to move on from this. So in view of the red additions that we made that Chris Smith recommended.

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They're very well worded in terms of matching what we need in this in the curriculum. Do we need to add anything more.

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Can you remind me what page it's on kiss it shut down with me. Oh yeah, 26.

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Okay.

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So I think that we need more than just describing obligations under the Americans with Disabilities Act.

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So what I wrote in my mind. You wanted history.

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Yeah, and I would like to explain that if you don't mind, cuz I, I heard your concern that that might be too much time for this class, it could okay belong in another class.

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Okay, so my thinking is this, you know, before I became severely disabled.

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I don't think that I really understood

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why, first of all, why the ADA was so important. And secondly, how limited it is.

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I think I always thought that the ADA was maybe like just the end of, like this combination of, like, how to interact with people with disabilities.

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And what I found is that

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it's really not like that.

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And especially basically the only, only thing that you have to enforce your way of interacting in the world that really doesn't want you in it.

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So, for me, as I slowly learned about the history of the disability rights movement and I don't think it has to be you know this really long necessarily semester long class but

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I just really understood why that is why I get treated by.

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I really just don't belong here.

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And why people thought so hard for it and why it still doesn't work that great for me.

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And I think that understanding that can really improve people's interactions because just following the law, really doesn't treat people well.

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But understanding the reason for the law gives you an understanding of why people want to be treated a certain way and that gives you an invitation to then see them as people, and understand what their struggle is and then

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analyze your behavior through that lens, if that makes sense.

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Okay, so we have an outcome number to identify the key provisions that impact, law enforcement

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of the following federal and state laws, there's only one, which is interesting.

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So they're going to talk about Ada right there.

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What else, first of all, is there a state law that that needs to be listed there because it's not, if there is.

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And yeah, I think there's some Colorado related laws and there's people that I've worked on them that know more about them than I do. But yes, there are.

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Yeah, he didn't list.

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Anything.

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Okay.

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What section 504 is because all civil rights cases are basically based and section 504 of the Civil Rights Act, the federal civil rights act and how its interpreted.

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And it comes to a term called disparate impact.

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That's my understanding that one, possibly should be earlier in the Basic Law Section but I'm going to add that here.

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And just as a note.

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You're talking about 1983 42 1983.

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So we're right tech.

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I don't know, I'm sorry.

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I will find out for you. That's okay.

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You guys have some idea.

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We refer to us.

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We don't know as much as we think we do.

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Janet Where are you adding that I'm putting it as be under outcome to.

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And then I was going to put a Colorado statutes just a note to look at Colorado statutes.

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And I'm the other concern I had is that some of our materials I looked over I really dated.

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So an example is that they still talk about a TTY device for people who are deaf, and people use video phones, and there was like a recent loss.

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Yeah, I'm familiar with that one. Yeah video funds in jail. So, yeah.

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Is it in this one, where it says TTY know it's I remember seeing that somewhere. There was a bandana, the Americans with Disabilities Act, and it still says it but it's not.

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I mean that was 30 years ago.

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We're.

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It's TDY right and T, T, T, as in Tom.

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Oh, it's not coming up on my word search here.

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So, but I'll keep an eye out for it.

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Okay.

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I do think that I've seen it to somewhere.

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And yeah, I'm just not coming up with it right away. Okay, so, you said something else about.

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So disparate impact that was one thing, let me write that down.

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Section 504, yeah I got that. And then it's just really important to understand

that all of this came about because people with disability is from most of American history.

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And that really started changing basically in the 70s.

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So I've written a D, so I've got B section 504 so right tech. See, Colorado statutes whatever they are will have to look them up.

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D quiet ADA and disability rights movement came about to counter historic, I don't know, historic treatment.

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Yeah, any justice, ladies. Yeah.

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It's good to throw in justice and

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we want to put examples.

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Well, we don't normally do that and I mean, the point, the. So there's two pieces to this we're pointing them toward what we want them to teach. And then in the source material.

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That's where they would find the information that we want them to use.

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So, so there's kind of three parts. There's the journal general learning goal, which we may need to look out again I don't know the specific outcomes.

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class, what's the philosophy of this class, the outcomes are kind of the subjects that they need to cover, and then the source material is where they would draw that information from, although they're not limited to that.

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And if it says, as this one. So, we have required source material.

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They have to use that.

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And then the recommended is just kind of further elaboration or clues as to where they might find

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the information we want them to use.

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I think I've got it backwards I was thinking in terms of what was taught to the students as opposed to what the student must identify. So, it would not have to give examples.

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I was thinking more of that at the teaching curriculum, which we don't control.

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Yeah, we don't. but, but we can suggest it, and

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I don't know I did not look at this primer. The ADA update that he suggested.

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And then he's Chris Smith also suggested the San Diego first responder training, which we need to get a better citation for, to make sure it's actually available in the videos that he suggested, because they watch those.

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He.

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Well, I don't know, was it the same. Was it. Oh, okay. So I had a space in between there, maybe I did that was wrong I thought they were two different things.

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Where the videos from San Diego.

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Yeah, I remember them being from San Diego. Cool.

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Yeah, and I will confirm that those were from San Diego.

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Okay.

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You know those situations.

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Yeah, I've thought about that too because there's several that are right on point for this.

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But I don't, we don't have. So, a new story is sort of ephemeral.

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I always like to look at I don't know how to work to it then. Usually what you hear, but it's more like the extreme cases that common practice but it is something that, you know, could this have been could could we do something to avoid right extreme

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cases.

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And then at the same time, get a broader understanding of these issues in general, that even if they come across a situation where it's unusual scenario, they would still have that framework that the chief was describing.

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This is a safety issue not a control issue, glad to hear that. That's the new approach.

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Well, it's the new approach of we drum it into their heads.

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I like this conversation though. And although we can't necessarily direct yet what goes on in the classroom.

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In the resources, having been an instructor, if there are compelling examples in the list of resources instructors will use them. Yeah. Yeah, because they don't want to have to figure out what to draw their classroom.

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Yes, I agree.

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So, Jennifer those videos do they go into things like that, what Josh was talking about the dunk.

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Yeah. So I'm visioning something that's like all these headlines about this happened and that happened the one that always sticks in my mind is Jeff Cohn handcuffing the seven year old boy with autism.

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I'm, I've always kind of.

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I don't know if there was any excuse for that. I can't even imagine an excuse for that.

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Except he didn't have a weapon.

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Except if he had a weapon but.

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That'd be like my, my autistic son in grade school. We got almost up to handcuffing, but the call the police. And it was simply because he wouldn't come out from under a desk

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moved to a different school district, and it was just the opposite the officers were amazing in chest, I don't know if it was a training issue. The attitude of the district the community, but they were just very proactive, acknowledging him to where,

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you know, if one of the officers was on the scene that he was having one of those days.

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They were that they could just calm the situation down.

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He's respond to them. Not just as an authority but as a caring thinking like, oh,

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and and seeing that, you know, the extreme difference how different officers would handle the same situation, and I'm trying to like go through this like where I like you know the approach of I'm sorry this last week.

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Where can we just start to instill that attitude. From the beginning, because it makes a world of difference in one individual's life with a little bit different perspective.

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But I'd also have nightmares of being one of those headlines, you know, because I know, you know, my son's adult, and he's been reacting with the world to, you know, without me there all the time.

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I don't want to get one of those calls.

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Yeah.

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Well I think there are a couple places, the next class is risk assessment and there

is a place in there for that.

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Verbal communications, that's that classes specifically is an obvious place for that.

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But, and then a lot of that like it at school, that is part of the SRO training.

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Also,

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I don't know if that change is different from school to school, because I know I do know, because I used to work at Broomfield Broomfield had two different school districts.

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And there was a big difference between the two school districts and what they expected of their sorrows. So, in considering Denver no longer has us a road.

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Oh, is that right, Denver got rid of all the rest sorrows.

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Last year, so they no longer have a sorrows in schools, because there was so many, the optics of it at the time, was.

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I mean there's a lot of issues involved but they they got rid of all their as heroes for a number of reasons. I don't know of any other jurisdictions I worked very closely with the juvenile just in the juvenile justice system when I was with liquid and

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Denver got rid of other restaurants, but a year and a half ago.

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So they don't have any school resource officers at all. We didn't even have sorrows in Denver, they would just call the Denver police.

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They did. They had a number I mean they had as a rose.

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I'm trying to think of what the situation was there was a media situation. I forget exactly what happened about a year and a half ago, it may have even been just before coded where they got rid of all of them but they the council voted them out saying,

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you know, we don't want police in our schools anymore. You know the theory of the school to prison pipeline type of a situation which my work with us heroes was very, very, very different than that but definitely, definitely different organizations and

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brand liquid, but Denver does not have arrows in schools anymore.

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So there in terms of children. There's also a section for the children's code, where they.

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We, we just switch that that protects law, primarily law. And we cut out just cut out a lot of the Deadwood what I thought was Deadwood that didn't have anything to do with a first responder officer.

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But we also switch that so that the neglected and dependent child came first, and the juvenile delinquents came second. So that would create a mindset.

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Not that kids are bad, but that kids could be victims, and they need help, before they start talking about arresting kids, and so I'm hoping that that makes a difference in kind of the approach, before they start talking about gangbangers and things like

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that, they think about kids who have been hurt.

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So there's there, there's, that's a law class so that's really not a practice, and that's so what we're talking about now is really practice or, or contacts that an officer is going to make the guy got us off track.

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Yes you did. I just appalled. We're easily taken off track.

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We're volunteers to pick up track.

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Okay. So, is there anything that I need to add, and I will take away the or change the thing about dove, and the initiative.

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So is there anything I need to add to this.

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Can we add epilepsy and learning disabilities to the list.

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Isn't that Intellectual and Developmental know and cognitive.

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I don't know that is it.

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I put, I started to expand on these last week and I got sidetracked, so I added an autism

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is autism and developmental disability.

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Know, Josh. Sometimes it's also considered cognitive.

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And then, it depends on like where on the spectrum. Some kids fall as to how they're classified. But it's generally considered a cognitive disability.

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Okay, I'll move that down, then by that would be it would be until well it's not necessarily intellectual, it would be more caught my. Yeah. Many autistic individuals have very high kids, for example, by the ability to process information.

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It's like they have the best gaming system in the world and a terrible joystick, you know they can't interact with the world as clearly as they see it.

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It's an executive functioning issue.

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Thank you.

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So you said epilepsy and what was the other thing, and learning disabilities.

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When I was looking at the research I was surprised at how much research was about trouble with people with learning disabilities interacting with police interviews and different things like that I was really surprised.

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Okay, I'm going to put, I think a learning disability would be a cognitive, right.

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So, it's more result than the disability itself that's interfering.

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Sorry, say that again.

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I think, you know what, Jennifer was just talking about with police interacting with people who have learning disabilities, the learning disability isn't so much the impediment to the interaction with police.

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It's more that it's brought them to this result, where they're less capable, and I will put that more it's just a cognitive disability, like they may just be functioning at, you know, you know 15 year old might be at a seven year old intellect, just because

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he hasn't been able to learn.

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Right. So I think cognitive disability would

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include that category

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Well, here's what I was thinking. And I think the reason Chris, put, put it this way is that we wanted to keep it in broad categories. So that we're suggesting that a person might not be able to hear you.

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They might not be able to comply with your direction because of a physical challenge.

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They may not have seen you, because they have poor vision or no vision.

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They may not know you're a cop, because they can't see clearly, they may not be able to follow your directions because of some other. Some, like voices or whatever might impact so that's what we're trying to say here I think round know get into details.

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Now I understand I'm just trying to explain that.

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I don't know what is classified under but is important.

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So I can research that.

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Um, but yeah, you're probably right that is the cognitive disability. I'm just on 100% Sure.

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But yeah, you're probably right that is the cognitive disability. I'm just on 100% Sure. Yeah, I think we've got the broad categories.

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And I don't, but I don't know what episode epilepsy is I'm Gary, and when I talked to join and she was getting offended because it wasn't anything that was under the law that we have.

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So, I don't know. I don't know what it's considered loves these physiological right it's, it is.

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It is brain activity My sister has epilepsy and it.

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I like I said it's it's physiological it's physical, right,

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such as physical disabilities. Yeah, yeah. So in when it manifests itself as seizures.

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I believe there is training in the first date section, I think you brought that up last week, Jennifer. Yeah.

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Yeah, I took sees your first day cuz of joining Mm hmm.

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Okay.

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All right.

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Okay, I think we should move on because we are at an hour.

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And we've got a few to cover.

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We can always come back to this as the chief has wisely pointed out, this isn't our

only a bite at the apple.

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So, risk assessment is the next section risk. This.

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There's a lot of people who teach CIT who want us to change the title of this, and this may be the impetus to do that I was hoping Crystal Lake can be here today to talk about that because he teaches see it.

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So, risk assessment is intended to be dealing with persons with mental mental illness.

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And it's.

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There weren't any suggestions for changing it.

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So I thought of something which is what do you do if somebody has a co occurring disability, and they're having an issue with mental illness.

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Well, I don't want anybody we don't want our officers to be diagnosing. We want them to do stand up but is there a special situation where somebody is like in a wheelchair and they're also having a mental issue, because a lot of

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a lot of places won't take you, that maybe that it doesn't. I don't know what you have to deal with.

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Just people to the ER, or like how does it work.

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Every places every county is different in terms of what their mental health professionals will do.

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Yeah, and it really depends on the situation and the objective. I mean, if somebody is not committing a crime and then they're simply mentally ill, the best thing for us to do is walk away if they're not in crisis, or if they don't have, or if, if they're

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not being if they're being properly cared for.

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Our objective is remembering our objective is extremely important. So they're off there. We need to learn that often, there is nothing for us to do, because we are the police.

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Okay.

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So and I guess what I'm asking is, understanding that people are complicated and might have multiple disabilities do you think that adding anything to this would be helpful, adding anything to, to see it, regarding other kinds of disabilities would be

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helpful.

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Right.

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Am I say it International. There you go.

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Nami Nami is important though in the class. Yeah, we I mean we wouldn't add anything to that. So I think the best place for us to do it is in our own curriculum, like what we're doing right now.

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Okay.

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Sorry I'm spike became us harder.

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No, We can bring it needs.

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We need.

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So this, this was changed.

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What, what name are they looking at changing risk. Risk Assessment response to have never had anybody actually come up with one.

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They just want to change the name but they don't know well they say that it's not appropriate.

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Because it risk assessment as an as a concept and

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the dealing with crime.

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Already, and crime analysis and stuff like that. So it's, it's too global for what the class is really about, but we don't also don't want to call it CIT, Because that's its own thing.

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So yeah, we just haven't gotten it we haven't pinned anybody down sufficiently to, to know

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the general winning goal, do we want to say mental illness or mental disability.

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or, you know, for example, autism isn't considered a mental illness, but a cognitive disability which would like I'm looking at number one prevent someone from being able to follow verbal commands, could we say with mental illness or disability.

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Just, just to understand that there's a distinction that they would I think both fall under this this category of lottery, there is risk assessment, because, you know, I think, you know, an autistic person having a meltdown is a crisis situation.

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Many times but usually a danger Muslims themselves.

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So then, um, I think that this I taught this before that. The last part of that sentence, involving persons, I think, in crisis, would be a better phrasing there, because that definitely broadens it out.

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I think it may even touch on what Jennifer was saying that you could be in crisis for a lot of reasons, mental illness might be one. Right.

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That's good, there may be more does, you know, an autistic person usually only has trouble when the crisis.

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They're having a meltdown. They've just been overwhelmed with stimulus. And, you know, the typical control situation will have the opposite effect. You know where, you know, strong verbal commands might get someone else to comply.

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If they were difficult, and the more force used.

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The more extreme reaction. Whereas, you know, just giving them a quiet place to chill, which is sort of the opposite and that I think that goes back to the chief was talking about the overall safety, understanding, but that that that's a big subject.

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Which, you know just how do we introduce it here.

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and recognizing different escalation techniques may be required.

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Okay.

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So do you learn about people with IDD. And also, I did he said it's a different, you don't write the curriculum, because I don't know I just get a lot of information from like the ARB set, people with intellectual disabilities get sent to jail.

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I assume for similar issues that this is where we need subject matter experts.

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Well I hope people aren't being sent to jail because they have an intellectual disability I hope it's because they had probable cause to arrest them for a crime.

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Whether jail is the appropriate place for them or not, probably goes beyond this class or this training.

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I think what happens is something escalates and their people maybe aren't aware of what their, what their issue is, you know what I'm saying, Yes, I do.

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escalation, where a police officer is told no is a huge issue. When they overreact to that. So, yeah, I do know, just escalation is a problem, but that's that's a problem across the board, I would say, almost any community is going to say, hey, this officer

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overreacted to me asking a question or me saying I'm not going over there I'm not getting out of the car or. I'm not putting out that cigarette.

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That's that is a constant concern. And I think that goes right back to what the chief said that police officers need those de escalation skills and they need to be able to see past whatever emotion, they are ego they have to, is there a crime here.

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Am I needed here. Is there any reason to intervene in this at all.

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I think this is an issue that goes beyond. I had a conversation with a state senator on this exact issue just about a year or two ago, where he was trying to get the legislature.

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You know, he found, you know, Denver and the metropolitan area. There's a lot more resources but around the state. He said the only mental health treatment is to jail system, as was fighting with legislators to try to get data on how interactions, where

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people that were locked up who really just needed mental health treatment, you know, inside Denver and in the metro, we can refer people to the hospitals, we could put them on site calls we can be a lot more services.

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So he was just trying to collect data and was running into obstacles on this.

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I think that's, that's a much bigger issue than what we're doing here is there, what the what the chief was saying, there were issues where officers had to intervene.

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The problem there is, they had nowhere to send them other right prison system.

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But I don't think there was a question of whether the officers should have been intervening and taking action in those cases for a much higher level for the state to deal with

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this true.

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If we take a look at number two.

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Might that address some of what, Jennifer was talking about.

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I think there was

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that number two has been changed in the revision to say.

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The student will be able to identify signs of psychological disorders, and the communication issues that might arise.

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Because the way it's worded here and what you're looking at.

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Almost invites. First of all, the class to spend too much time on diagnosing is this schizophrenia, is this something else.

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And that's not the officers job.

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And the, it's the communication the communication is always the issue are, how, what should they know about communicating with somebody in crisis, no matter what.

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Mental illness diagnosis they have, or any diagnosis they have.

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So we've changed it to, to focus on here's, here's a sign that they may not be hearing you they may not be understanding you. There may be voices in their head, that are, that's interfering with all of that.

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and how you're going to communicate. Now, so that's the way it was changed, it might make sense to wait until we hear from the surveys and get input and see maybe where the best places.

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Yeah, because I don't have the background and fortunately, but just know that it's an issue.

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But just know that it's an issue. What are we doing, non responsive, that is no longer in it, because nobody knew what that meant.

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What it means is, what I just said, if somebody isn't responding to you.

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What do you do, and it was either completely overlooked or it was treated as though

they're non compliant, which is a whole different animal and law enforcement.

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So that's been removed from the new version.

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Because exactly what you just pointed out, nobody knew what it meant.

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Apparently it's a term of art, maybe, maybe it's something that's no concept, what it means. What's up, know what it means medically but yes, then I'm just trying to think of different like schizophrenia versus autism, they would both be non compliant,

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but it would exhibit itself in Ireland early different ways.

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Yeah, let me pull up the wording that we have now here.

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I was so many different things, it says.

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Uh oh, well, that's what I just read you, yeah.

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Yeah, so it just says communication issues now.

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I think that there's a lot of time wasted in classes from reading lesson plans wasted in classes, trying to teach officers to be more than a first responder.

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They don't need to know all of the different types of mental illness, and all, there's what well even in CIT they spend a whole lot of time on the medications that might be prescribed don't need to know that.

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That's silly. This wasting that's wasting time we could be doing reality based training and actually learning how to talk to people.

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That was that was how I was shown this, I had, Dr. Like they push behind your and they say okay here's how a normal person reacts here's how this gets a frantic is going to react here's how the autism person reacts.

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And we just you, you can recognize, you know, like, He tells for different behaviors.

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That would be reinforced as I think is the chief said through experience, but introduce them to the concept that you may see a lot of behaviors that seem counterintuitive.

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Is there a general approach that without diagnosing them.

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I don't know how can we say this, maybe that's maybe just said correctly now,

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or just I not necessarily identify behaviors but identify that there may be behaviors. You know interfering.

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Not all non compliance is not compliance.

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I think that might be more de escalation issue.

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Well, There's a number four is about the communication skills.

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De escalation is a number one.

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And number three, nobody knows what the threshold assessment and response procedure is in caps, but we assume that because we know it's isolate contain assess and respond that we kind of know

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what that means. But, that one's probably going to get changed because there's, we don't have any source material that explains the unless somebody can come up with it.

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It's probably going to get changed.

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The contain part is the, the one that sort of raises like.

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Yeah, that's a good point like, what, what do you mean I'm assuming that in

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the world of CIT it means, can we separate this person from whatever triggers are setting them off.

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But, you know, that that's one that and then that the other spectrum, I can see, you know, handcuffs and. Yeah. Well, in the crowd control class, there's containment something entirely different.

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So, yeah. Yeah, it's a.

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It definitely needs. That's why the source right here is so important.

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We need that explanation, if that's a definite procedure that is tried and true, then we need to know what it is. And we don't.

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Anything further on that.

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No, just that I'd like to see what that means

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Depending on how its interpreted it could be a very different. Just seeing like contain before assess. I wonder if even just reversing those to isolate certainly first that that's a threat that goes under this risk.

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I think assess and contain should maybe just be together.

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Because the containment should fit the assessment.

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But I think

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there's an acronym called Iser.

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And it's I don't know what the E is, instead of assess and evaluate maybe, probably, evaluate, so it makes a convenient acronym.

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If that's what you're looking for.

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If you want some logic, I think that's it.

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I live in a world of acronyms so

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yeah I see your point i mean if you're going to teach something, there is an implication that it's going to be in that order. It's a procedure. Within this greater context I think it's less of a concern, it's only one it's the, you know, who knows what

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the officers going to be facing at the moment of crisis.

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We just want to I just want to make sure there's something, you know, in the early training that says, you know, be careful.

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There's lots in the early training that says Be careful, but it's usually from the officers safety point of view, rather than also from both, you know, yeah.

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Yeah.

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Depending on the danger obviously if a person is an arm threat. That's a different situation than someone who's having a screaming meltdown and camp.

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Right, and tearing up his own bedroom. Yeah.

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Yeah.

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Okay, so let's go on to I did make that note, and I changed. I had a disability to the learning goal and in crisis to the learning goal. So those two those three things.

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community policing. There was just Shannon's a suggestion that something

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can read it all.

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address handling interactions with disability persons with disabilities.

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I'm not sure if that's here.

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That should be here, community policing is a specific concept that it's meant to teach, which is again, it's kind of mindset that you aren't as a police officer you're not the only resource that there is, and law enforcement action isn't the only option

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that there is.

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I think I added quite a bit have a US my document when my computer shut down.

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You have Let's see here.

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I would suggest forming relationships with disability advocacy organizations.

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That's why you have one.

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So,

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okay.

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I was just reading through it to see if there's a place that I can put because it's not really talking about any organizations. It's just that over the big concept that community.

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What a community policing is, I think I saw women and men during number five when it says productive partnerships for problem solving.

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Um, with, we could say partnerships with community organizations various community organizations.

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Something like because it's I mean there's a lot Lumberton has a Lj, which was organized after a police shooting. Back in the 80s. That's a very active organization that the police have to be involved with.

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So it's not just for disabilities, it's going to run the gamut of advocacy organizations, I understand this is people with disabilities are concerned.

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When I hear a lot is a really negative image of the police. And so I think, like,

if there was a better relationship with organizations that people with disabilities trust and like more outreach I think that it would do a lot to maybe change that perspective,

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if that makes sense. Shifting you think that it's appropriate to put here.

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Community advocacy organizations, or leave it, community organizations.

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Is that going to cause heartburn.

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To put advocacy in there.

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I don't think it will cause heartburn.

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I also suggest adding community resources. I think you've wisely stated, a number times that this also loves like hospitals and social workers.

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You know that something the chief said really stuck with me. That is a crime being committed in an officer at all.

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But the police officer can't just walk away until the situation is at least been handed to the appropriate.

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You know, individual or resource, like you know, just may be the social worker or a mental health professional or hospital.

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You know, I'll certainly have them right back. Yeah.

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Yeah.

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That's, that's, again, that's the bigger issue that the state is, I know there's the legislature is working on that as well. I think Denver at least is doing well on that part.

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You know, sending out social workers into some of these cases where they don't necessarily just send them to the hospital send right back but they send to the hospital with a specific medical issue in mind treated.

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And then the hospital has something to do, and and they can at least direct toward the resources that you know will fit that person and not just the ER.

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We're getting better at that. But I think that's part of you know this at

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least to think that they either have to solve this or walk away there might be a handoff procedure and I think it fits it fits in this section year.

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Well I need, hold on a minute.

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I just want that to be included with, you know, the community partnerships is not just the individual citizens and lease. It's also other resources that that all work together.

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You know, if I if I'm a disabled person, I probably have many more contacts with these other resources, then with the police, those resources though are usually also problematic for a lot of people with disabilities.

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Right, I'm not saying that I'm just saying that in the big picture I want to make sure that this this isn't just talking about the police and the community as just individual citizens there's layers in between that can also.

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And I think what Jennifer is saying is probably going to be more.

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The in service training, because in service is going to talk about your specific community, this is meant to be very general because it's for the entire state.

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And the people in the academies could go anywhere.

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So we don't we can't really say anything too helpful about who to contact or how to contact. We just want to open the door that like Josh said, it's not just you and the person, there's more to it, or, or the jail, and the person.

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So I've added here in five partnerships with community advocacy organizations and resources.

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Can you explain more about this week as I was really excited about this section. So I felt a little bit disappointed. I'm sorry. I know we're out of time, you know we're short on time but I think I was really excited about this possibility.

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So can you tell me more about why this is so limited.

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Well, because it's, it's trying to introduce the concept of community policing, which is a concept about how to respond to your community, as a police officer, not just as a law enforcer, but as a problem solver, and it so it goes with the next one as

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well.

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The problem solving. So it's, it's a mindset, but it's also a community police departments or communities have specific community policing initiatives as well, that they're probably going to be

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trying to communicate to their officers they expect their officers to comply with Chief, what would you say about that.

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Um, I.

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I'd like to know, Again, Jennifer what your.

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I do have your document. At wonder what you would like to see changed here.

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Because of that the me I could go on for hours but the idea of community policing. If you ask 50 G's from around the country what their definition is, you'll get about 40 different definitions, and even.

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I mean there's a lot of source material there that I've seen.

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And it all boils down to a few things it's not the initiatives, it's not just the partnerships. It's not the picnics. It's not the stuff that we say, it should be a philosophy that's woven into everything that we do.

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Because we don't set our own priorities our community set our priorities. And if we don't work with them we won't be successful.

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So with that context.

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What would you like to see added to these performed performance objectives.

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I guess I would like people to understand that the disability community is a community.

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And it's a community that needs to be interacted with and consulted as as like a subset of the broader community.

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And I would like.

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I would like people to know that

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would like people to know that the right people to go to

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our disability lead organizations, and that if you want to create good relationships.

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Those are the right avenues, I guess, because right now the relationship is poor, and that there is a lot of room for improvement.

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Yeah, I don't know what else to say. Yeah, and the, the general nature of basic training, again, is our enemy here because every community is so different.

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Every community will have different relationships with people, and in community policing when it's taught properly where we should be training that that the community is not a monolith.

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There's nothing actually out there called a community.

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It's a collection of people.

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And if we were to come up with a specific curriculum on community policing that would be that would be something that should be put in there. And the disability

community should be a part of that pie.

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that makes up the whole.

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I don't see any.

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Maybe a number two core components.

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But again, we don't dictate specific curriculum. So maybe again in the source community.

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I mean, in the source materials, something here about the disability community. I don't know how to tackle it. given what we have with our existing performance outcomes.

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I will about this.

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We can either put it in the goal, the learning goal, or I started it as outcome number two students will shoot, I just did a some weird.

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The student will understand. Basically what you just said that a community is that their community is comprised of multiple interest groups or.

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You said something different.

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But that's what's coming to my mind populations interest groups.

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It's not a monolith It drives me crazy when I hear people talk about the black community or the white community or the Asian community or the Hispanic community people, we don't all think the same.

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No, I mean I think that's really true. And we have things in common. Oh no, no, absolutely. And that's where I was going, there there are things in common.

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And there are also common ways to deal with that by treating everybody with dignity. Okay, everybody with respect.

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The approaches.

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the approaches are always going to be the same.

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There are times though when mental illness and certain disabilities, throw a wrench into that.

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I think what I, the main thing I take from this section is. This is really telling the students that you're not alone as the police, you know you're not the only one who will solve the present situation, you can go to other resources or advocates, or

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interest groups to as intervening once, once the situation is safe.

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You know, the police officer can walk away because, you know, it should go somewhere else, medical issue, follow up with your doctor take your medications.

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If it's a disability issue and the crisis is over, then they can say, Well, here's an advocacy group I mean they'll learn the specifics later depending on the department in the community but you know just they'll know it's not only up to them.

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Unless it's one of those communities where that's the only resource there is.

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Well, that is true, which is the reason why we need to cover such a wide range of subjects and and tactics and techniques and practices in the academy because we know that people are going to leave the academy and go to communities where they are it,

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and they need these skills, and then they're also going to go to places like Denver where they have specialists that can help deal with many of these things so yeah it's it's an interesting problem that's I think that's what the chief just said that.

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You know community policing would mean two totally different things in those two places. Yes, it's more of a mosaic. The other it's more a little more monolithic well and interestingly enough, when you have a small county where there is no large city

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and the county sheriff's deputies are it and maybe one devotee. At any given time. Anyway, there are a lot more oriented toward community policing.

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So, anyway, so here's what I've added the student will understand that a community is not a monolith, but is comprised of multiple interests and viewpoints that should be considered and respected.

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I think that introduces what we want to say at this initial part of the training for this particular class, there's really four we could do right here.

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But that it's the Chiefs words are stuck in my head that we want to introduce themes that will then be 11 throughout all of them.

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To be honest I'm disappointed. And I guess I'm gonna have to accept that, but I am.

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Well, if you want to give it some thought and give us something more, more.

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We're not done by any means but we do need to move on.

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Okay.

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We can always submit like larger issues Jennifer, you know, it's saying like, we, we are limited in scope here, but here's something you want to see, you know, continuing from this work.

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You know that that we were, we were able to do this much here. But here's something that I'd like to see in the next, the next round.

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We just have a short time, and fairly limited perspective, I think this condenses everything and to something we can do positively right now, that can have an impact on the overall system.

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And then we can make further recommendations.

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We can recommend anything we want. We're still the permission.

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We've been appointed by the ag.

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So, you know, they the legislature can ignore our suggestions or put them into more legislation.

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Okay. And the curriculum can be changed.

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At least once a year at we're actually going to change it twice because we just changed it, and it, it can be, it will be changed again in July because of the work of the condition.

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So, let's get it all took here's what I will suggest, let's try to knock this out today, and I will pull together a summary document that shows everything we've added, not all of this, because there's so many things here, but everything that we've added.

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And maybe when we look at it all together.

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it'll add up to what you were hoping for.

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Okay.

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So, because there should be lots of pieces that we can look at.

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Okay.

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So, problem solving crime prevention This is specifically supposed to be about how to things like Home Security personal safety, things like that.

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They I think they missed the mark with it a bit but

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is there anything we want to add here, crime, the crime prevention through environment, very mental design has been removed. Because Christ septet is a planning city planning concept law officer first line officers don't have the ability to say, you need

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to revise the entrance to your office building or whatever.

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It's beyond the scope of a police officers role.

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So, it's now meant to focus more on crime.

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How to give people advice on how to protect themselves.

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I think the only thing I could think of adding here is the student will recognize certain at risk populations. that would be more subject to crime than others.

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And that would affect people with disabilities.

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You know, but that also then bridges into, you know, new immigrant populations and others but I think it's a fairly all in

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for crime prevention.

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People in a personal wheelchair is much easier target for a mugging person with autism is more easily defrauded, then that's the only thing. It's this the interaction is more I think just as potential victims not as, right, that's what this is meant to

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be. So the student will recognize that at risk populations

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are.

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I don't want to say more at risk, more likely be more like exploitation maybe is the word more vulnerable. Older well that's good. Yeah.

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So the student will recognize that at risk populations are more vulnerable to crime.

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And do we want to say more

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love really because I think that kind of covers, maybe victimization instead of crime.

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Okay, okay.

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Yeah right, it might not be an actual prime. But I think then that dovetails back into the community policing. You know, if you have officers have the mindset of, oh I might need to engage with this victim.

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You know differently.

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But that'll build the trust so you know they'll be more likely to respond to an officer when they're pulled over, that's like oh yeah, these are the people that helped me when someone took advantage of me.

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Alrighty.

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How are we doing, everybody.

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I know we didn't take a break.

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And I, you know, we normally set this up for two hours but we've got a lot of pages to go.

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What do you want to do.

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When, when are we expected to sort of return our product.

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I think that these two splitting up into two subcommittees was meant to jumpstart the process.

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I would say that even though it doesn't feel like we've covered many pages today, I feel like this group as far more productive as a small group, then, to do the bigger group all together to do both.

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I just don't think that's working.

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So and so the plan when you guys decided to split up into subcommittees was to meet

for two weeks. So last week in this week. The plan was to take next week off the other the afternoons of committees that they will decide today if they're going to take

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next week off, and then reconvene on the fifth of January as a whole group.

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Okay.

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So, we have the option to meet next week if we want to.

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I don't object to it, if, if that gets us through. There's not a lot of.

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There's, there's a so many of these things that are really not going to be

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impacted like Incident Command, that's not impacted by anything we do, that's, that's a completely separate thing biohazard awareness traffic.

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So, gangs. Yeah. So there's a lot of things courses still inherit that really don't offer us an opportunity to add anything, but there are quite a few who do, and deserve the discussion so I'm fine with continuing on right now.

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For and doing next week as well. Whichever however you want to do it.

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I wouldn't eat next week.

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Good with both. Thank you, too.

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Great, so I'll put it it'll be Same time, same place, 9am Wednesday morning. That's the 29th I believe.

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So just expect the same from me zoom invites and agenda agenda, you can put, I think, I mean I it's fair just to put the same agenda is today, then.

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Yeah, I think.

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It's okay. I'll send out meeting notes but they're very basic notes, we're not

detailing these discussions because they're subcommittees and we do have the closed captioning recording.

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If needed, but basically the plan is for you guys to come up with something to present for lack of better words to the greater commission, and they're doing the same thing and they're afternoon meeting.

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chiefs usually do.

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Yeah, I was planning to log off at 11 o'clock. Yeah.

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Yeah, and I have to also.

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Well there you go.

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I could keep yeah i mean i need to turn it over to me and I can keep it running if people want to continue talking I just can't continue to do notes.

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But the, the public meeting concept and, you know, keep us all together.

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Yeah, and for common stuff we do need to kind of honor the agenda and the time frame so people can plan on meeting since our notice was starting at nine.

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be more focused also and to go next weekend. Just pick up where we left off. Yeah.

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Okay, that sounds fine with me

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a favor and send out the updated notes from the curriculum so I can send that out to folks. I will do that.

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So an update on this surveys we have the survey letter ready to go. There was, Deborah was going to be the one to kind of take the data from the surveys and said she's no longer going to be on the commission after today.

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She's going to transfer the, the ownership over the survey that Google survey over to Christmas, so that's going to happen after she's off the commission since they'll be able to talk at that point.

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And then we'll get all will get the survey sent out to you once Chris has ownership over it and the letter. So, those can be sent out.

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Okay.

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All right.

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Well, thank you all for the deep thinking that's going on, I really appreciate that because if we get too impatient with the details, then we're not really making a dent, and what we're trying to do so.

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I really appreciate your, your willingness to dig in. It's good to have it. Thanks for keeping the meeting moving.

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I just enjoy the discussion. I'm glad I'm glad it works.