

WEBVTT

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Good morning.

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Sound like or no Well, Chris.

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not just my kitchen.

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That's better sounds better must have been the first the first go.

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Hey, I have a question for you, about the revision in the academy curriculum for risk assessment.

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Since you are in touch with CIT and have done it for so long. We would love to have your input on what needs to be changed.

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I'm not sure that the length of time of the class can be changed. But there's a lot of concern on the committee that it's not

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on target, I guess.

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And it may need to be longer to we don't know I still don't know whether things can be longer risk assessment for and deal with individuals.

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Yeah, It's a, it's meant to be

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a taste of CIT, I mean that's the risk assessment, they're talking about.

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That should be part of the Mental Health First day for first responders type of type of deal risk assessment should be done in there in that class if if that class is being done, it would be most likely.

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That's a question but risk isn't Mental Health First Aid eight hours.

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Yeah, or 12, or something.

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Yeah, that would not well I mean we can bring it up, certainly, it would make it easier if we just did that instead of trying to write our own, which is what happened, I think it's been in there for a long, long time.

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And it's four hours. So that would mean we'd have to cut four hours somewhere else but it, if that seems to be the most logical thing, we can certainly bring it up.

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The wise, we need to change it.

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I mean Mental Health First Aid first responders it's it's a mandatory eight hour class it should be taught by two people.

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If you have two certified instructors.

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That's the problem with the Academy's, not the metro area academies but across the state the outline ones is finding the time. It's also you have to buy the curriculum isn't that correct.

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Yeah, I'm pretty sure yeah I'm pretty sure comes when you get when you get certified as an instructor, you should give them the curriculum.

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When I just to be able, I just did the ABLE class.

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The train the trainer it's.

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They gave us all the PowerPoint they gave us a lot of curriculum they gave us all the everything so every class that's ever taught about that is all the same across the country.

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And you don't have to buy any licenses or anything and everything else and I think Mental Health First Aid is a nominal think it's a huge fee to go to the class, to be able to go to the original class and then go to the training, training class.

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Well it's worth discussing at another time. But I appreciate that and I'll bring it up to the committee we meet on the 13th so I'll bring it up to them to see.

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Yeah, and to care about last week of Christmas shopping with my son's.

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So I forgot about last week, I got that was in the middle of the outlets it cost me models.

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We muddle through without you.

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The outlets of Castle Rock and also my phone went off said you have a meeting, I'm like, Well, I'm not gonna make that. Sorry.

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Well we got through some stuff but it's good your hair because we're talking about patrol, you know the patrol stuff and investigation stuff now so we'll need Yeah.

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Good morning, Courtney.

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Oh, thank you for sending those documents out. Yeah, I hope they're helpful. We shall see.

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I'm Jennifer was having a hard time getting on but it looks like she's on a reset her two links.

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I have not heard from Daniel bright if he's going to be able to join.

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And we don't have any public attendees.

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Well then we can just get right to it. Yes.

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I didn't even pull up the agenda.

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I hope we don't lose last because that's what I thought. But I figured we'd be with us on track.

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Yeah. And so for the other to the other committee met on Monday, briefly, all of them kind of had a long weekend, so they met for just about a half hour, and they have a kind of a product that they're going to present to the whole commission next week.

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All of you have access to what they're creating for a toolkit for the in service, and they're doing kind of a replicant toolkit for lack of better words in the file shares all of you have access to that.

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If you want to look at it.

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But I'm going to be sending out a summary at the end of this week so everyone can kind of be apprised of what the other committees were doing or what the other committee was doing and what they've accomplished over the last few weeks.

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So, will include all the stuff you guys have been doing in that too.

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But yeah, I've looked at some of that material and I think there's some things that we can use in terms of forces that we've been kind of floundering around with source material to put in the basic curriculum.

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So some of that might be helpful to us. I even made a note for it.

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And then, hopefully, I really want to get through the rest of this curriculum today.

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It's my, I might do it myself. If you guys have to leave. So, are you both able to stay a little bit past 11 if you need to, if we need to.

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We don't have too many things but I think so I should be able to. Yeah.

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Alrighty.

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and there will be about a 10 minute well.

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There'll be better about a 10 minute window that I have to take my daughter to work.

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Because we took away her vehicle, because she got in trouble. So I there's about a 10 minute window that I have to take away that I had to take her to work at about 1045, so I'll leave the meeting the meeting running and then be right back.

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And I'll let you know when okay.

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When I'm going. But just so you guys aren't trying to say, hey, Courtney.

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Help us. Yeah.

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Alright.

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That sounds good. Let's get it going.

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So what I have open here in front of me is Jennifer's markup, because I still haven't been able to get those incorporated into the document. But I also have the, the document is called basic a cat Academic Training Program revision.

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That I revise this morning from the point we left off last week.

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To the end with the new curriculum. So what we're looking at for today is the revised curriculum. The rest of it wasn't changed. I just left it the way it was.

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But I put in all the notes that had been suggested.

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So what you're seeing is the newly revised material so hopefully it's more efficient that way. And then I'll ultimately have to put all of our suggestions into the rest of it but I needed to be efficient for today just because I didn't have that much

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time. So I've got the basic Academy, the curriculum open. And then I have a document called summary of changes or whatever it's called.

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That I said I would do last week, and the purpose of it is to sort of just take out everything that we didn't talk about or didn't need, and put, that's just the Justin's we've made for the courses reviewed so far.

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So that's what that is meant to be kind of a down and dirty compilation.

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And then at the end of that

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starting on page seven is what we still have left to do that had suggestions. So it's not everything it's not every other course.

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It's just the ones where there were suggestions.

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Okay.

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Hopefully it'll streamline the process of it.

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Jennifer must be having a terrible time getting on.

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Yeah, it looks like it

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will reach out to Oregon and email and see if I can have just joined the public link.

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Want to Josh. Morning.

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It's a lovely picture of you.

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Are you going to be are you just on phone Are you on it.

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And then I apologize I lay down.

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I apologize, I'm late I'm fine, covered a child broke into my work computer and reset everything.

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Well you know my cat walked across my laptop the other day and I was astonished at what he was able to change to that video games on here.

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Yeah, reset my machine.

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Jennifer Are you with us.

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For my end show she's on but it doesn't show that she has any audio or video so I'm going to send a public link.

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Okay, and then you can upgrade her.

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Okay, well let's get started because we don't want to run out of time.

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So the last topic we talked about was problem solving crime prevention.

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And so we're going to start in section five patrol procedures, which is on page 30 of the document that Courtney sent out this morning.

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Yeah, I can open up some reason it's not opening for me.

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Okay. Can we send if you need

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a preview it. Okay, now I got it.

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Okay. Thank you.

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Okay, and then you can if you want to open the summary as well I don't know if you yeah I got both oh that's maybe more of a guide for me than it is for anybody else.

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And then, if you can open Jennifer's mark up to.

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Right.

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So Josh is I told them the others, the, what we're working on in the curriculum. From this point on is the new curriculum, not the old curriculum.

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Hopefully it's simpler.

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That was the intention to make it simpler and easier to understand.

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Also more hands on. That was the other goal.

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Everybody their

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suggestion from Shannon was adding a performance outcome related to this subject matter.

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I'm not sure what that would be.

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I think just observing and

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I think it's I think the performance outcome would be, and officers ability to avert somebody that's there may be showing signs of intoxication or drug intoxication but really at some sort of developmental disability or mental health issue.

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I think that's probably the. That's probably the goal that she's looking at right there.

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Okay, so if we take for

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that is focused on suspicious or criminal circumstances, can we add a fifth one that is focused on

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distinguishing a bit signs of disability and what intoxication, or.

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I would say sign to disability, versus in toxic versus intoxication, or such up all taxation or substance abuse, intoxication is where our is how I worded. We are on page 30 bottom of page 30.

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Okay, I'm sorry the document Yeah, yeah, so where above where it says in red Shannon blah blah blah blah blah. Yeah. Okay, that's where I'm going to add it anyway.

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Um, so

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I think that we might need to say intoxication, drugs, or non compliance.



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Because it's possible if you have somebody with the TBI, autism, some cognitive disability, they may appear resisting, but they're not necessarily resisting

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is non compliance or word that we want to use.

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So non compliance Do you want to use difficult because non compliance means they're fighting if you just are different, it's more of a difficult persons that have.

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I would think it'd be maybe difficult might be better.

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I don't know if he could put that in there.

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How about if we say signs of disability that create the appearance of being difficult or resistant.

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Yeah probably work. You can, you don't have to mute your mute yourself.

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I trust you.

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Well, I have a German Shepherd around the house that can alert at a time or a another dog who hurt her leg yesterday who just helps it any reason.

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It's funny.

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We have a person on the curriculum committee who has three small children at home, whenever she's on the committee or on a zoom meeting, and I'm sure your dogs are not as active has three kids.

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So, it's fine.

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So, between distinguish between signs of disability that may create the appearance

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of

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the difficult

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and take away non compliance.

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That sounds

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like.

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Yeah probably better.

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Do we want it to say signs or behaviors,

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see both sides or behaviors.

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know if it's helpful. I found early on raising an autistic child. It was first responder training I had decades ago of dealing with people under the influence that I found exceptionally useful in trying to communicate and

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work with a child who is very non responsive, all the things about keeping an arm distance keeping it, you know, sort of their eye level speaking slowly and calmly.

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All the things they train first responders and what has been terribly useful for 15 years.

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So I get away I think I see these two is related.

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You know, someone is clearly not responding. You have to sort of react and try to get through to them in a de escalating situation.

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You know I have no psychological training to back that up. But I found it. I've been able to get through to you know that tradition better because of the training that you guys tend to have in much greater quantities.

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Okay.

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Okay. So looking at the learning goals for this, it focuses on basically patrol operations. And, you know, assigning patrol and that sort of thing. So, the, the

suggestion may be that this

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belongs somewhere else but I think in light of the one that was added this last time. Number four, I think we're good.

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But, anyway, so I've got that, and read. Now, I think I need to fix the wording of it a little bit.

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So officer survival did not have any suggestions.

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That's going to be redundant anyway pedestrian contacts.

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So page 32.

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The suggestion from Chris Smith was to include the phrase.

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I'm Jennifer Did you get the two documents that Courtney sent out this morning, that's what we're working on.

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Yes, thank you. sorry only

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is first, the first note that was in outcome one is better phrase down on six

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and should be a separate outcome

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is kind of a same thing that we just didn't control scenarios right yeah and so now I'm wondering,

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do we need it. If we put it in pedestrian contacts and the contacts.

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Do we need it and patrol observations.

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I don't know maybe that's a decision for the community. It's either war i mean it's it's kind of redundant that at that point you have it and you have a you know you have it again and see so it's.

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Well, I think, personally I think the specific, the A, it has to do with general police patrol mindset and see and then later vehicle contacts or pedestrian contacts and vehicle context, or more specific about actually dealing with people.

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So I, I feel like what we put into a, an, into patrol observation is better in see

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the day that chief what he thinks.

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As long as it's in there.

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Hey, it's good I mean it doesn't necessarily have to be in a. If it's in b&c.

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But if we put it in a I really think you should go under to because it's perceptions that matter.

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At the end of that sentence, we can get rid of skills but at the end of that sentence for example, toxic ation disability, mental health, blah blah blah.

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Because they are factors that go into our perception, which then gets to act as long as it's being see, because that's where we tend to get in trouble, it's it's good.

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So you think we should add something to two, or no no I was just saying, okay, we were to put something in a because it's so general I think we don't need something new.

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I just think it could be a for example at it to the end of two, but I don't think it's absolutely necessary.

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Well I see how that could be made better way. Because you're right i don't think perception skills is necessarily what we're. Yeah.

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Yeah. Okay. I'll come back to that.

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I made, bread, so I'll

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talk, look at it again.

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Okay, so quitting did.

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I think.

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So we've got an under pedestrian contacts we've got signs of deception.

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Well, number four is general communication.

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Number five is signs of deception.

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Number six is behavior warning signs, like, which is really meant to be.

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Fight indicators.

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And then we've got pursuit.

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And so I think we should put this, the signs and behaviors that are result of disability.

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After six after the fight indicators.

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I was actually gonna say after four.

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After four.

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So after the general before we get to the suspicious.

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If you can recognize those indication indicators before, right away. Initially, then you don't have to worry about the session or fight or a mean it's natural.

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It seems to be more natural if you do it after number four, to recognize it there, and then go on to the side of this action fight for pursuit stuff like that.

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And that's,

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I agree. That's good.

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It's not ever there never has apparently been any real attempt to make the outcome sequential logically sequential.

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I don't know why it's, it's like they've been sort of just added in over time and not really analyzed in any way. So I think it needs to be done, that we try to make them sequential.

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So, I don't know a whole lot about the class but.

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And for with, it makes sense to have things more like disability specific under different categories like the way I read number one.

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I would think that epilepsy would fit better under number one.

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And then the district contacts.

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Yes. So which me. Yeah.

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Why, because it talks about how to safely approach somebody.

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And I think part of seizure first aid is how to safely approach somebody when they're having a seizure, and how to recognize when somebody is having a seizure.

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Okay.

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Other people that

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would that be just all encompassed in the first day, I don't know. Yeah, I mean, you guys have a big advantage over me. And that you've taken these and I have not Jennifer's 22 years ago since I went through the Academy,

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what they taught me

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And for clarification, and please correct me if I'm wrong because I again.

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I was running through hills in a different state.

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I ran through Table Mountain.

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Although we're calling it pedestrian contacts.

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The big thing here is the Terry stop.

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So, what we're trying to get our people to understand is what they should or should not do when they're approaching someone when they have reasonable suspicion to believe that they have committed a crime or committing a crime are going to commit a crime

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that that is the big, big thing here.

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So, I think that still applies to seizures if I, if I understand, but that that clarifies a lot for me. Thank you. Yeah, it would apply to seizure if someone were to have a seizure.

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During that contact.

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But generally, these pedestrian contexts occur when we're proactively looking for somebody that we think is committing a crime.

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I mean, specific individual that we're looking at right now. Okay.

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If we get bored that's been reporting what a suspicious. Right, right, if we if we get if someone on patrol gets a call for somebody in a medical having a medical issue that's different mindset right right and what's being taught here in this pedestrian

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So if we get a call saying someone's having a medical issue there's a sub subject down the sidewalk Can we go to it. There's different mindset than what we need to

be teaching here, where there's Terry stops and contacting suspicious people. I'm sorry Jennifer I

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I'm sorry Jennifer I introduced the concept of Terry stop, which is a girl named Terry. Yeah, which is on forced me jargon for case law, man whose last name was Terry vs Ohio in the 60s, and it led to bunch of case line training as well we should do and

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should not do when we're encountering people in these situations.

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I know I understand, so I want to tell you about other disabilities, I don't have this, because don't have any take sees your first aid training about.

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Not all seizures are things you immediately recognized really subtle.

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So I don't know if you think that would be helpful or not, like a petite MOS seizure core they just blank. Yeah, and I had actually heard an officer in that situation.

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I think it's, I think it is very relevant and whatever medical training that we present during our academy training.

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Okay, I do because we do come in contact with people having seizures, a lot of this, if there's anything missing I do think we should be sure to add, as long as it to specific.

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And then I also don't know how relevant it is but I do know, on my back a couple times that people with brain injuries.

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I think it would probably be more de escalation stuff, but

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they're just more likely to have the agitated quickly because of just the nature of their injuries so.

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And I do think that we're adding some performance objectives to this specific section.

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That will address that. Yeah. Okay. Great.



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Thank you.

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Hey, so I have made the text from that we did before for petrol observations. Number five, and that is recognizing behaviors that are indicative of a disability and distinguish between signs of behaviors that are result of the disability that create the

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appearance of being difficult. And I need to fix the wording on it, and then intoxication or drugs.

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So I'll wordsmith that before I send it out to you.

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So Shannon had a suggestion, which I think we've met. Would you agree that we've.

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Yeah, I can delete that now. Okay.

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All right, gang, nothing vehicle contacts.

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Chris Smith wrote.

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Demonstrate ways to interact with both drivers and passengers with disabilities.

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And I think the way he wrote it should just stand.

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I think he did a good job of word smithing that one.

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I think here is where it might be helpful to educate officers about the new disability ID law.

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We can't put that in to the Academy, because it doesn't take effect until 2023, the effective date is 2023 I checked on that.

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So, It would have to be in a subsequent

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revision.

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Okay, so do you think that would be better for the other subcommittee.

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I think it's a good, it's a legal update is what it will be.

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Ultimately,

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and I understood that there was a possibility it'll be changed. I've got the book here, but

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it was in the first years legal update, but the effective date is not 20 2023.

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Okay. And it's also belongs in the tech traffic code.

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Probably.

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Okay, so in traffic.

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So just. There's a lot of people that are really hopeful that this commission will address any deficiencies and.

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So, I don't know. How about to work. Well, I know that we can't change the legislation that can we educate officers about

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what that means.

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In an in service Yeah.

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Okay.

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Thank you.

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Okay, so any other additions suggestions for vehicle contacts. We just have to be sure that whatever we put into pedestrian contacts that we have the same thing in

vehicle contacts, because they're largely the same.

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The only difference. Okay. People are in a vehicle now, they're being stopped with reasonable suspicion or probable cause and the contact is very very very similar.

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So making. So being redundant when it comes to those two because they are very high risk in terms of safety and liability.

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Just don't want us to.

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I would like for the same things to be involved. That's all I'm saying if we add added something to one picture it's in the other point.

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So this.

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This particular one deals with high risk or unknown risk vehicle stops

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and searches vehicle searches, it could have a better.

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Title I think, cuz contacts, it makes it sound like it's just like pedestrian contacts but.

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So, it talks about those stops the searches, removing people from the vehicle which is what Chris added. So, do you think that that text that we added and pedestrian contact should go as number eight.

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outcome number eight, or should it go earlier.

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I think we've met one to do one earlier for both. Make sure that the stopped individual can understand the officer, and I'm with the vehicle contact when they asked for license and registration it's, it's usually an opportunity to see does this person,

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speak English, can they hear me.

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Same as pedestrian.

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But that's the easiest and quickest way to determine if like at least the person is cognitively able to interact with the officer.

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That would I think address. You know what you're saying.

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What you're Yeah. Okay, so this class is 16 hours which is meant to do a lot of scenarios for high risk vehicle stops.

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You know with see earlier there. It does should be practical exercises.

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So I think the title of this should be changed to the local context stops and searches.

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We've had people comment on the fact that it doesn't say searches before.

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Then, put that text from pedestrian after number one.

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Make it number two.

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I'm also thinking as a former, you know criminal lawyer.

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If you can establish immediately that the person can understand you. Then, all those other you know legal issues have become a lot simpler as well later.

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Like there was no question of whether the person could understand their rights if they were arrested or, you know, a number of the other like did they consent to a search.

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If you do that first step is verifying the ability to communicate and interact.

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It goes to, you know, the recognizing the disability, it goes to do de escalating the situation all of those sort of all encompassing.

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And then also makes the legal case against a person.

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Easier to establish.

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You know, if it goes to court at a later date.

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Okay, so are you talking about two different outcomes, one that is the basic verifying that the the driver understands the officer and the other about the science of disability

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understands and is able to interact.

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Because, you know, when we get to the disability side, sometimes they can understand but if someone is having a mental crisis or another, like let's say autism or someone who's prone to seizures, they may not be able to interact the same.

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The disability might appear different.

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But, establishing communication, and the ability to interact, I think. Let's that whole process go much more easily.

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And then also has the benefits of de escalation, as well as making a stronger legal case

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or eliminate eliminated the need for one if, if something is not right, criminal act. Right.

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Yeah, what you just said it just resonated.

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Because these outcomes, right now are largely tactical. I mean all of them as a man Yes, they're largely tag and communication can escalator de escalate a tactical situation.

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So the learning goal needs to be modified to some extent.

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Um,

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I don't know about the first sentence but the second sentence could say.

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The student will recognize demonstrate needs to be deleted from that we've been tried to eradicate demonstrate all through this because it's ubiquitous.

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The student will recognize the elements and tactics necessary to conduct a safe, legal safe and effective search of a vehicle.

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The.

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I think somewhere like in a sentence like that, the communication necessary.

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So communication should be added up here.

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do that are like in number one or two specific performance outcomes. I mean I don't like it as a general learning goal.

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Because I don't mean exclusively as a learning goal, I, the learning goal is what frames the class, right. So, we want to create the mindset that as the chief said the communication is just as important as the setup.

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Well, maybe not just us but pretty important as the setup of the high rest stop, which is what this is about, or a thorough search. The communication comes first, and is a vital part.

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Is that a fair assessment, Chief.

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Some of the stuff we're suggesting, I know, because I'm reviewing an academy right now is going to be like blow the minds of the people that are writing these lesson plans, like, what, what do you want us to do now.

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So, we need to be as clear as we can about what we expect.

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So I have a question and I don't want to take us off track, And they mentioned a few times that I feel like it's necessary to bring in people from that are experts from the disability community on some of these topics.

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And I guess I want to get feedback because I feel like these two things like the

pedestrian contacts and the vehicle context or potentially some of the biggest areas where this might need to happen.

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And I just feel like I don't have the expertise to really efficiently do that.

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And I want to understand maybe how you all feel about the best way to go about that. Do you feel like we can do that. Do you feel like, what do you think.

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I think good. This is stuff.

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Specific disabilities, is it's going to get, I think it's going to get difficult to address all of them to be very specific and all of them but I think that eventually you kind of go off into the weeds and there's going to be, because there's so many

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things out there I think we need to deal with what's probably the most likely that an officer is going to come in contact with.

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I mean, I think bringing somebody in bringing people in to talk about it is gonna is going to prolong this a little bit longer, but that's just my that's my thing.

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we're trying to introduce these are the concepts introduced at the very beginning that as Janet just said we want to instill throughout the curriculum, it's as an overview.

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At the beginning I think we put in a lot about specific disabilities. And here is where we're reintroducing that broader concept that we referred to earlier with more specifics.

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You know when a vehicle stop maybe we could add something like, you know, the officer will determine if the person is able to execute or exit the vehicle.

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you know, easily, you know person in a wheelchair.

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You know, can drive a vehicle. That's modified but they can easily get in and out of it.

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You know, things like that, someone having a seizure that's obviously a medical condition that they would address I think as same as if they were having a heart

attack.

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It's just to be aware of these conditions in general, I think specifically to the vehicle. It's just how does the vehicle.

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You know interfere or add a new wrinkle to that. I don't think we have to name specific disabilities so much as, understand that certain things like a physical disability might be a very different issue with a vehicle than a pedestrian stop just because,

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You know, pedestrians happy if someone's in a wheelchair, you can see it, or if they're on crutches.

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Whereas in a vehicle that's a hidden factor that, you know, in an emergency situation. It's too late to discover after you know you've pulled someone who's physically in from.

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So I think, as Josh just said we've set the stage for them to be able to retrieve the earlier information they were given and apply it in all these different contexts.

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And that's what I mean that's what they're doing all through the Academy, they're building, they should be building on the instruction they've had on the statutes, they don't have their statute book open for every scenario they do when they get into these

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practical applications. We expect them to remember it. Or they'll be reminded of it by the instructor, when they're assessing their performance in this scenario.

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So, the key and I still don't know exactly, I'd love to have the whole committees input on this, our commission and the curriculum committees input because we also want to say somewhere, I just don't know where that the scenarios, and role plays that

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they do need to include the possibility of a role player with a disability.

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They need to be conscious of that, when we talked about that last week about whether they could be actual members of that community or not.

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But whether they are not, they need to have that element included in rural place.

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So that's just a.

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I don't know how we're going to end up doing that. That's the goal of the academy revision is to make everything more hands on. And when you make everything more hands on, you have to remind the designer of the scenario, you need to include this piece

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and you need to include that piece and you need to think of this and you need to think of that. So, somewhere in there, there needs to be will will have to create something about how the scenarios are set up to that will reinforce what Josh just said

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about these pieces.

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So I'm looking at the globe under number six right and letter as as interacting with someone with an auditory disability during traffic stop.

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So my question is, who gets to define that interaction.

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And it's okay if we want to talk about this later, But at some point.

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I want to visit, it's really important to me to visit who gets to define that. That's my point.

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And it's okay that it's later but what I want to come out of this for everybody is that the number one value for the people that I know.

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And the things I've learned from people with disability is that you always include them in the decisions and then interaction and everything right they define the goals, they define what's happening.

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And so, when we're talking about this I just want to make sure that those are the resources that we're looking at.

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And I'll just thought about it that.

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Okay, thank you. I'll stop harping on it.

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I'll leave you alone.

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We're not gonna, we're not gonna forget it Jennifer iPad.

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Okay.

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Um, but, but, I mean you just put your finger on the whole issue of designing scenarios, who designs a scenario, to make sure it's real, because anybody can create a monstrosity of a scenario that anybody that enters it says, this will never happen.

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And that's been done before. We've all been through unwinnable ridiculous scenarios that taught us nothing except.

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What a waste of time it was so that's always an issue with designing scenarios.

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But I put it in there for you.

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All right.

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Building searches was highlighted. So now I'm on 36 page 36 was highlighted by Jennifer jail PID CoC, and I don't know why.

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This also, and I made sure that when I was designing scenarios for building searches that we did include people role players who could not respond to the officers commands or warnings, because that's a concern.

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So that's where do you pay to be in there. When you guys do building searches is include evacuating people from building.

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Search it's not the intent.

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That's not the intent to look for somebody inside the building, not for like active shooter or fire evacuations or anything like that. Okay, because I think I

highlighted that too and I think that's why I did it.

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Right.

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By clear we mean, Make sure there isn't a threat in the building.

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So

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I would say move on, everybody good with that.

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In Progress calls, same deal.

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In Progress causes really an officer tactics and safety issue.

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More than.

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I mean, although there's always a chance of the use of force.

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We do have requirement or recommendation here.

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And I don't know if this is the first time we've seen this in the curriculum, but we did add some recommendations to set the stage for some of these trainings, and this is one.

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So we can add something like that to others. If we want to

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civil disputes did have some content suggestions.

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Yeah, I always feel like I'm such a nag about everything. And I am so you are so taking that I do with you.

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do with you. It is why you got appointed to the commission, I guess it is.

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So, Um, I think that it is helpful for officers to understand some of these issues to the extent that the way that they impact people with disabilities my be really

negative.

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And so if they understand that they might prevent something really negative happening.

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Okay, so that's really complicated and it may not be possible but let me just put it out there, landlord tenant disputes can get really negative for people with disabilities because landlords can

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use the police to kick out people with disabilities when they're basically initiating initiating for housing complaints. And I'll just get them evicted.

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And then they can't go for what their their housing complaint

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or the person with a disability will own the house.

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But the living caregiver will somehow be consulted before the person with the disability.

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And then the person with a disability will be removed from their own home, and said, the caregiver who's basically a tenant.

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So it's just weird, healthy.

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Why, why would they be point with the disabled person be removed from their own home, I don't know. That's why we need project matter experts who have cause of action, what would the officer be called there for, I don't know, that's why we need subject

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matter experts who have actually dealt with this because I'm not. Well, Chris is a sheriff's deputy he might know. Okay.

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What I think in the academy the civil disabuse is real, real basic since Sheriff sheriff's are the only ones that have civil civil beat civil departments, and civil deputies that go out and do these infections.

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It's more of a specific to that assignment.

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One of my deputies that works on the street, on a daily basis is not going out to evict somebody does not know none of none of the guy and we're not going to do that either will refer people, what we usually do, and what should be done is, I should end

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end up telling my guy should my guys and gals, telling be the landlord. Okay, you need to contact civil and turn the person that if they have a disability saying you know what is the victims assistance or there's somebody at the courthouse that can help

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you guide you through this situation. And through this through this issue that's that's how it should be done but that's more of a specific.

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It's real real general here in the civil disputes. It's, like, you know, I learned my car to my kid and he doesn't bring it back but or like a month later he takes it without me giving him permission.

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Well, that's kind of a civil thing because I've already given him permission to take the car the past, he takes the car all the time. I can't really report it stone last more civil.

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Yeah, I understand, and I teach your plans pretty much all of this. What I think happens for a lot of people with disabilities, basically, no matter the scenario that they're in.

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Is that for some reason follow are some situation a police officer, someone in charge of whatever is saying this law means that this is not working for you, when really it should be.

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And then you just have to go through insane amounts of bureaucracy to get your life to work the way you did it to work right.

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So you guys understand that through laws I'm not great at that and maybe the wrong person to be honest.

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Maybe, maybe a scenario you're talking about is, there might be a domestic violence call for between a caregiver, and a person being cared for, which actually is pretty frequent at least from where I see it on the hospital side.

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And you have to separate, you know, share it for, who's ever responding might have to separate the two. Now usually you would think the tenant would be removed.

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But in those situations if you remove the caregiver than the person needing the care is left alone. And I think a lot of officers will err on the side of, you know, having the person provided for and remove the disabled person to hospital setting.

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Just so they're not left alone with no care. This would be in a situation where they would have no social workers. I think that might be a scenario that Jennifer's envisioning here.

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All right, thank you. That makes way more sense because, like that's why you guys need to experts because I have just stumbling over this. And I felt like an idiot and I kind of am you but that's why you know I totally am and it's totally fine, like I'm

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I'm freely admitting it and that's just because that's why I'm saying we need experts to explain this to you.

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Because, like, and that's why that is problematic because I totally get it that people. Once people are put into like a nursing home or a situation like that it's really really hard to get out of it again.

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Now I totally get it that's why they were upset.

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Yeah, I think from the the the officers perspective it's just.

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We can't leave the person, you know, alone with no care at all. That's really more of a social services situation at that point, which is I think beyond the scope of what we're doing here.

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Okay.

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Go ahead. So when we're dealing with all these problems right that impact people with disabilities and law enforcement is done between. Right. And there's always like a hospital, like there's a officer there's a person in the hospital, there's always

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somebody in the middle but it's not their problem.

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So, what is it that we can do in this situation where people are informed enough to not make it that person who has a disabilities was not a problem.

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Because that's what always ends up happening.

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It's like, and I get you guys understand the laws you understand this and that. That's not my area my area is always as the person who has to deal with all these people were there sorry they're great.

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It's not my problem.

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And then your life just kind of really sucks.

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You're just always up against these people who can help you.

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Well, you do need to keep in mind that police officers and sheriff's deputies are agents of the government and the government does have restrictions on how we can intervene and somebody's life

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under the Constitution so I don't know if that helps at all. But you don't always want a police officer deputy telling you, you've got to do this, because they're acting for the government.

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And that's not always appropriate.

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I think I just need to get smarter and maybe it would be more helpful for me to talk to the subject matter experts and get more specific, rather than having us all do it.

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Would that be okay

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with that any, any information you bring to us is useful. Chief you had something you wanted to say, Yeah, I do think that there's some.

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There's room for what Jennifer is talking about in the in service curriculum, I

really do think there is.

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We don't typically interact with people with disabilities, a lot.

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But when we do. It can be very very impactful to that person and that's and that's.

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I'm assuming that's why this commission was formed.

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And some of my overarching objectives that I submitted like maybe a month ago.

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One of them was increased understanding of signs of abuse, neglect and inadequate care.

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Ensure the trainees are aware of safety nets service providers and resources to assist individuals, their families, friends and caregivers.

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And what I have seen is that individuals, elderly individuals and individuals with disabilities, over the years, are likely to be victims of fraud, and an in service session or maybe an investigative session.

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It would be good to highlight some things to look out for.

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In some ways that officers can suggest resources or suggest other agencies, just to make sure, because we're not experts it's our job to manage the problem until somebody else can solve it.

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So I do think that it.

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I think the commission can have a can, in interject some of that into an in service curriculum, because it may be too specific for basic training.

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And we can thank you i think i can tell I come out this is that there's just so many interactions in my life that are just so dehumanizing that maybe don't have to be.

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And,



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and it really just wells away at you. I don't know if that makes sense. It does. Yeah. And if we could just eliminate that as much as possible I think that would be a great start.

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Yeah.

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And like I said, I know that I sound like I'm wasting your time and that you need to stop with that you're wasting.

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I feel like I am.

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I wish I could be like a list of objectives.

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We can do.

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Thank you. Okay.

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Also Jennifer I keep in mind, I mean Colorado just had its first state legislature it's legislator, in a wheelchair address the session.

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Because, I mean it wasn't a ramp that to put a lift at the podium just so he could lead the session that just happened this week. And then, he was the first person ever to attend the House floor.

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Two years ago when he was elected. They had no wheelchair access, you know, that he was elected and he couldn't even get on the floor. Now they made sure before he was sworn in, it was made accessible for him but these are things that even here we are.

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This is 2021. And these things were just being done for the first time. So, you know, you have to speak up about specifics of the year that was a big deal I mean this is a wounded war vet who lost his legs in Afghanistan, but no one had ever contemplated

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that, you know, what a state senator just had a broken leg. You know that that person had no access to the podium and known address it before. So, you know, these are important issues to bring up now, even if the most we can do as as the chief said, put

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put it in the curriculum, get it in the minds. Early on, so that it levels all the way through.

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This won't be the last iteration. This is a first pass. And then, as this goes into the curriculum we're probably going to, you know, revisit this in, I don't know how many years and say, Oh, this worked this wasn't enough.

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So from my perspective you guys can get me Thank you, I appreciate your support. And so when I'm saying, you know, if you could just go deeper than a few minutes and just understand, you know, trying to understand just the general human aspect and then

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just understand, like, allowing people with disabilities to speak for themselves because they may not understand the issue specifically but I believe you because I experienced all the time.

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Right.

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And so that's where I'm coming from. And so, it sounds like a specific course.

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When we we've done a lot on bias we've done a lot on diversity and cultural sensitivity and we've done a lot on on disparities in the criminal justice system.

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Sounds like this is a piece of the pie that's been missing.

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And I think this could be a whole course, it could be, it could be a whole eight hour day in service.

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Thank you guys.

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And I think what we, as a result of all of this, I think we can.

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As part of the, the bigger group, possibly advocate for more hours here in a few a couple of places enlarging a class if need be.

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To accommodate you what you said about having members of the disabled community

speak for themselves, that takes time, you can't do a panel, a reasonable panel i mean i think it's almost insulting to cut it short, so that you know you make that effort

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to get there and you only get five or 10 minutes It's ridiculous. So we want to make it worthwhile.

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And there may be places we haven't really looked at changing time as Josh said earlier on, it's, there's no point in looking at changing time until we get a clear idea of what it is we're trying to do.

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And that's what we're still working on doing.

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But when we go back, we can look at and get permission to increase time, if we need to. That's a different a little bit different fight I think, okay, yes, I think, I think we can get there.

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Thank you.

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Okay, so I added.

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I agree with, you know, what we originally originally started out saying I actually had a question about it but not totally forgotten about the tenant landlord tenant disputes I've always thought that this particular course glossed over that a little

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bit fast because some, you can get some pretty, you can get criminal activity coming out of landlord tenant disputes, whether it's malicious mischief for criminal mischief.

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I guess it would be statutorily, but.

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So I think that there does need to be a little bit of elaboration on number five.

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And I will, I will be fine with talking with some civil folks to to flush this out a little bit more.

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I've seen that lesson plans for they just sort of throw this get a wall to see what sticks, and it's it's there's nothing consistent in the way they cover number five.

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So we probably need that needs to be elaborated on anyway. But I added your thing about the can use the police to kick a disabled person out.

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I think the same is true for child custody too, but like I said I don't have specifics. Yeah, I saw that. Yeah, I saw that in your notes.

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What do you mean by that.

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Again, I don't know, I can find out for you. Okay. All right.

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You also mentioned fair housing. is that something else you think we should.

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Yes.

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Yes, that would be excellent for people to know if it's possible.

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I don't know, I don't know how and I mean fair housing is a whole big thing.

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You know, federal it just be good to know generally.

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You know that it's there.

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And that people with disabilities basically have to sue for everything to get access to housing Chris Madden that

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added g under five about disability access tied me most of the time I just kind of choose not to but it's not great.

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I'll have to look it up to let you know which one it is. So that should be the opposite he wrote it as title three Ada it should be Ada title three.

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Probably elaborate on that, child custody. Well there's there's situations where the disabled person is the child, and one parent can care for the child and the other cannot.

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But the courts freedom, they will just say, yeah, we just do 5050.

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And so, I speak from personal experience where a child does find that one home. and then another home is as a lot of officer visits or hospital visits for the same situations, from a parent to just can't care for that child.

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I don't know how the officers, necessarily.

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This affects their training because the court order in those cases will still say 5050 and they'll just have to abide by it.

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But, if there's an issue of child removal, like frequently in the hospital say well, we can release the child to the other parent.

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But that gets involved with the order so some children will be hospitalized.

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Even though they have another home, where they could be, you know, held in perfect care, without incident.

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Well I think it's also important, because I'm sorry to interrupt you, but I think it's also important to understand that parents with disabilities also have custody of their children.

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And so you can get into something kind of nasty where they're being targeted as having a disability. And, you know, if there's a custody dispute, and they're trying to say that they don't have the right to their kid.

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That's not for the officer training in that case those issues are usually resolved at the court level, and the officers just say well here's the court order.

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As long as they can determine the child to save with the individual.

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Disable parent, then that that's usually the story from the officers perspective.

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But I'm yeah as long as you understand that people with disabilities are capable of caring for kids.

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Right, but that's that's that's for the judges in those custody disputes to resolve, not the officers, the officers have the court order, whatever it is.

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I'm just saying that I'm pretty sure that those sounds cut and dry but if you ask the people that mentioned that they could talk your ear off for hours about how it didn't quite work that way.

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That's all. And like I can't, because I don't know and i and i think you're being awesome and really understanding of the issue is I have no clue about but that's why I keep saying it's always better to let somebody with disability speak for themselves,

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because I just don't have that experience and I'm sure you've seen a million cases but like I said I just don't know.

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Christian did you have something you want to just add.

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No,

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I mean, judges, judges make decisions and they have absolute immunity, and then so they can do whatever they want and say whatever they want and put whatever they want on a paper, whether it's right or wrong.

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So, the judge. Here's one side of the story. And then we have to import were supposed to Unfortunately, there have been plenty of times where I've looked at a judges piece of paper.

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And when my deputies handed to me and said no, we're not enforcing that, because he has no idea what this question is, so there are a lot of there are a lot of judgment calls and in Judges yet to what Josh says judges don't get it right.

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More times than not they don't get it right.

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It's on these orders and then to try to cover these in here it's going to be tough because a lot of that comes from just experience. You have to experience, you have to have somebody with experience to look at a judge's order and No, not this this is

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I'm not I'm not doing this.

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And you know I made that I personally did something like that last week, where Joe said you can for century to go into a house and remove a kid and I'm like no, we're not doing this not going to use force in a civil situation, sorry, Your Honor.

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I'm not doing this.

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You can throw me in jail for me content but I'm not doing it because it's wrong to do that to the kid is wrong to do that to the Father and wrong to do it to them all.

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So there, there are plenty of times where judges but you only get that with the experience of doing the job for a long time, and you try to teach that in the academy is never going to be something that you, they're not going to get the full effect of

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it because they're not going to realize it because they haven't dealt with it.

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You don't want to start teaching them how to avoid our flight to court order before you even learned that there are corridors. And that's what this whole section is about really everything in there is, is a court ordered action.

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I think Chris you just identified the difference between the court order and what what you just said was the court authorized you, but you still had the discretion of how you executed the order, as opposed to, I think what Jennifer was talking about where

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there's a custody issue.

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There is, there's no discretion there the order is the order your discretion is dealing with an emergency situation.

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But here, I think, well, you also identified the case where what Jennifer's talking about is you. You could have done that in a very dehumanizing manner, and instead you use your experience to de escalate and treat people humanely, so

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we're trying to get through right and and I agree, and that's, that's just not something you can teach in a Academy that's just something that comes with

experience and you have to find someone with experience to deal with it.

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And, unfortunately, Jennifer that's that's something we can deal with HTC Academy. Now, and I appreciate that. Like I said, I'm coming from those having no experience at all.

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Appreciate your perspective.

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We're going to want you again don't minimize yourself.

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Thank you.

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I do think this is an area that's the end service would do, do a better job of elaborating on.

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Then we can make Academy, Chief did you have something you wanted to add to this.

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No, I'm reacting to people walking into my office.

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Well, I didn't want to ignore you. Okay, I will. We will discuss, or I'll look at wording here to kind of capture what we talked about.

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But I think I'm going to, I personally feel like I need more expertise as well from civil or attorneys, we have an attorney on the committee so we can committee, so we can ask him to.

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So crowd control Jennifer you had something about crowd control, and it was that as a really good, you said,

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the

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people with disabilities when they protest.

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And the person we have somebody on the committee who is an expert on this particular subject, and I sent him an email this morning to ask about that, if there's any statute case law that involves this, and whether there is something we can add here, to



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address that, because I think that's a very real situation, they would encounter. So, we might have a table that one to look at his response, unless the chief or Chris, the lieutenant, or the chief.

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Well, you

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know, moving on to hazardous materials on page 40.

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Go ahead.

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No, I was just thinking of the crowd control we had the situation and Senator gardeners office where some disability rights. Protesters had sort of camped out.

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And it was very difficult to remove them safely.

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In, I think that's, this is just a place where we could put in a remark that it will be mindful with crowd control.

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Some people cannot move at the same speed as others. So disabled person an elderly person.

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Even a child.

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That's a quite a disability but I.

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They have extra care and considerations need to be taken just to physically move them, especially when they're exercising their right of protest.

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And just refusing to move, they get arrested but it's not the same as just handcuffing and throwing in the back of the car.

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Right.

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Okay.

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So I said, Be mindful that some people can't move as quickly as you want. Need more care.

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And just in general what happens that when somebody with a severe disability is in jail.

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And we can address this at a different time but I've always been curious what happens with their service animal with their medication if they need like date assistance with daily living and I just, I'm aware of what currently happens in those situations.

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Lt.

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I can tell you I have no idea what would you do with a service animal, I would have to call ever encounter encounter that before and, in, as far as medications medications go and that's never been a problem but service animals I have no.

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I have never encountered somebody that we're going to take into customers.

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We had taken customer service on my assumption is we would call animal control.

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Yes.

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And I don't know.

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Is there another way to handle that because I think that is what happens but that's I think people lose their service dogs that way.

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I think there would be a on a temporary hold but I don't. I honestly I don't know, I, my only experience was that Broomfield with this and I, I suspect that we would release them as we would book.

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There's Yeah, there's. You just don't want to bring into the jail, any complications, if you can avoid it.

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So that's, that's what I assume, but I'd be happy to check on that as well.

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Yeah, thank you.

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And just because nice people in jails jail, as jail deputies do that doesn't mean all jails do but.

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Yeah.

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And it's not, it's outside the scope of the patrol Academy any way.

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Although you would, it is possible you would arrest somebody that had a service animal with him or her.

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So, in that case, in that case they were either release and pending charges or booking or Simon really a booking release.

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Yeah.

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Okay, just so you know service animal sir cost about \$50,000 to train.

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When you fly yeah okay good

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police dogs do too. So, yeah.

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And speaking of that, I don't know if they're, you know some any buddy with the canine

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program might have a better sense of how to deal with those as well.

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And we would treat a service thought, just like a pad.

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If we and I've never seen this happen but if we had to separate a person from their service animal they be treated just like a pet, somebody at the scene or family member could pick them that's probably what we will do will temporarily take the shelter

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until other accommodation.

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But I know that this department wouldn't take any action that would lead to the animal being destroyed or permanently permanently lost as an interesting issue because of just accommodation like reasonable accommodation.

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So I'm really glad that they wouldn't be destroyed or loss.

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This is just an interesting issue that I've never, you know, I've never had to deal with. But, yeah, we definitely would not take the dog into our custody.

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They would go to somebody else.

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And I wouldn't add make sure that dog. Yeah, we can. I would be more trouble with my wife and I had a dog service animal destroyed then I'm more worried about that so don't worry.

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There, there'll be taken care of.

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Just thinking of that we're video that circulated, a year or two ago of, I don't know if it was a pet or service dog but where an officer felt threatened by someone's animal, and the dog was destroyed on the spot.

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That's why post has a class now. Okay.

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About that, it's required.

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It was, yeah, that was pretty alarming that one was I would agree with reasons. Yeah, I mean as a dog owner myself. It's horrifying. But the

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way I think we could move on. I don't think it's part of this. This Yeah, I think just the other issue that I hear from people is service animals, which were way off topic but is that the concern is that service dogs can fight back.

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I think that's why they're so sensitive about fake service dogs, because they've had their animals hurt, they fake service dogs.

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And they're, they're specifically trained that they can't defend themselves.

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And so they get in some kind of nasty situations.

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Unless we're dealing with a situation where, like, say someone is charged with trespassing for refusing to leave with a service animal when legally they're entitled to be there with their animal

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that that might be a situation Jennifer's talking about where. Yeah, that came up in the in service community but yeah we might talk about that as the crew.

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Yeah.

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Okay.

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But we've got half an hour and how many do we have left.

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We were on hazardous materials so we're getting kind of close to hazardous materials page 40, dan just suggested that it'd be reduced to two hours which I wholeheartedly agree with.

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I think, I think we spend that and biohazard could be combined, I think, I don't know. But anyway, that's a suggestion for the committee to reduce hours.

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And he's right. Number three can be covered in the incident command and his incident command. So, area searches that is.

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We just changed this from focusing on locating suspects to locating people because they can be victims they can be lost. They can be dementia, people with Alzheimer's or dementia who have wandered away.

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It's not just suspects and we didn't want to have that mindset that you're looking always looking for a suspect you might be looking for somebody who needs help.

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So that's, that was changed

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here does that include like children and disabled people. Yes.

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That's the intention

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hostage negotiations not really relevant.

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Jill highlighted rapid emergency deployment I don't see how that particular class would, it would touch this.

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That we're talking about an active harming situation we're not talking about evacuations or discussions or anything we're talking about going to neutralize the threat so

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I don't think that's relevant it's relevant,

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maybe only to the extent that some things may be a greater emergency to disable person, then to someone without the disability.

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Like, what you just brought up if if someone is lost and while we wait a certain number of hours before reporting a missing person whereas if it's someone with dementia.

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You know about that time could be life or death.

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Are you talking about regard to rapid emergency deployment, or rapid emergency deployment, but only in assessing how rapid the deployment should be there, there may be situations that wouldn't call for rapid deployment.

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You know the normal situation versus someone with a disability, where, you know, two hours could be a big difference. versus 24 hours.

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That's going to be an entirely different context, we're talking in this situation about somebody who's shooting. Okay.

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Like it at the schools, somebody's firing weapons or.

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I mean there's other ways of harming people but that's the most typical one.

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So Incident Command, that's a process for handling critical incidents. Probably not relevant bio hazards relevant traffic code. This is where Jennifer's point about the ID would would go.

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And I can check on whether or not

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it's appropriate to put it in now. So,

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thank you. Yeah, I don't, I my sense is no but I don't.

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If I can defer that decision to somebody else I'm happy to do that.

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Traffic direction of a traffic crash documentation now. That's how to investigate an accident.

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So, we're onto

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the SS team capacities.

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On page 49.

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And this one was.

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This is another one that I'm not sure we can change, because this is the.

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That's a class that happened to me once.

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What I got pulled over here because I had a really visible interesting than a car in the officer.

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And I'm like, seriously.

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I never drink or no other signs, anything there's nothing here.

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Yeah, well, this is a fairly okay so partly that goes under vehicle context.

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So that, that should be that could be addressed there in what we added this today but this is about how to do all the tests. So to determine.

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So in a stagnant is just one thing.

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But that's what they cover in the class. Okay, yeah, I know a lot of people with like, well, I don't think that a lot of people who are really serious on this would be driving but.

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I don't know how applicable it is that like people who have cerebral palsy or just some kind of trauma or something. I don't think somebody that has really serious tremors would actually be driving a car.

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I don't know, when I worked for the law office we had a client who had macular degeneration. And he could barely see, and he drove to the LA office for a meeting one day, which was a little scary.

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I don't think that way.

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predicting that a long time ago.

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So I Chris Smith added, understand that a disability may prevent someone from properly performing SFST. I really think that's covered in the class, I, but I don't know it's been a long time, it's it's covered in those classes.

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Yeah. Okay.

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and then adding

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interacting physically handling a situation, recognizing and differentiating between mental illness, actually some of her wording we might use somewhere else.

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I think she's more with the arrest than the, the stop.

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And let's tell patients, and she frequently has to confiscate their car keys.



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Just because they're just not capable of driving safely.

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Yeah, but she does that as a medical provider. And there's a lot of discretion there, but I certainly wouldn't question. Any officer who pulled one of those people over if they didn't have their car keys.

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You know, they're not drinking but they are probably driving erratically.

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Well, we can do, we can take their actions. Please take.

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I think for this part that's that's those are all proper procedures.

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So what do you do with somebody like me who can't wait.

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I don't drink anyway but what do you do if like you can't walk in a straight line, ever.

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They're just other ways to establish probable cause. Okay.

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Somebody right there's multiple tests. Yeah.

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Yeah, that's covered. That's where the communication component comes in. That's where you say you know your officer I have this condition.

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And that's part of like, Okay, well let's verify that.

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Yeah. But, but that objective number 12 is fine.

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We

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don't understand this at all, this whole thing at all. I don't know whether all of these outcomes predated the adoption of the Nets a class or are directly taken from the next class.

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I don't really know how, why we have both things because it's, it's a prescribed curriculum. The book is given to you, you teach the book. So, I don't, I don't know why it's all so detailed here anyway.

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But, yeah. So, 12 is good and I really liked the wording of Shannon's thing, a comment that we might use. I'll take some of that wording to put into those other two that we talked about already.

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So investigative procedures page 50 preliminary investigations, Jill highlighted it. I don't know why I'm not sure.

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This is about establishing a perimeter communicating with dispatch.

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Getting initial statements from people on scene.

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I don't know what more is especially if it's like a person who's.

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Well, maybe I'm kind of just reaching I don't really know.

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Don't be covered under like identification of the people on scene, and their role in the crime, and then immediate action to be taken. You know that there's a lot buried in there, between the lines.

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Right.

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This is just how police officers perform their duties on a regular basis collecting information, assessing the situation, all the other things threat assessment.

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safe perimeters.

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Is this me might get this.

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Don't know it could lead to does it ultimately lead to other issues like in terms of either a victim as you are an arrest issue.

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Well yes the initial contest. I was going to say that any concerns with that will be addressed with the performance outcomes that we've put throughout.

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Yeah, this when it comes to crime scenes and the initial response. That's a checklist that probably needs to remain a checklist.

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Yeah, the communication aspects will be handled, and all the other areas.

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So crime scene search documentation collection of evidence idea of suspects.

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So Sexual assault is really the next one I think that has a particular relevance and

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don't have.

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Jennifer said something said, This is similar to what she said earlier about domestic violence recommending

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Arc of Aurora, as a source of information.

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I think that probably goes into the source material.

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There's something else that.

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And our students tied about like

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sexual assault on people with disabilities as a specific issue or doesn't need to be,

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you know, as you can see, this is a list of things that should be covered. And I would suspect that fleshing this out, depends on the expertise of the instructor or the author of the lesson plans.

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You know the person that taught my class and the academy covered it all.

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But, I don't know, I don't know, there's the books that are the sources that are listed here.

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especially.

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Oh no, that was, that was for domestic violence.

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That's probably one of the best drivers.

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So we might need to look at the source material to see if that's covered. Well,

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okay, yeah. Unfortunately I think a lot of people with a DD and being like a very high proportion end up being victims of sexual assault, unfortunately.

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Well, I think there's probably one in here.

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I don't know if it would be societal influence and maybe just needs to be added to the.

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I don't, I wouldn't say prevalence but sexual, something about sexual assault on persons with disability.

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Okay, as just another thing.

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Another lit up another item in the list.

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And Kiki, I mean a lot of this goes I think beyond the scope of what you know students would learn at the academy or consent is a broad concept but that that can vary greatly dealing with sort of victims who are have disabilities, but that's really more

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of a question for the prosecutor.

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Not, not the biggest concern. Yeah. Yeah.

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And even I think in both ways there's issues where you might have a legal adult who has a disability but has operating at a juvenile level.

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So they fall within the statute, but they, they're not mentally capable of forming the same you know cognitive decisions that would still be a question I think for the prosecutor not the officer.

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Well, it might be worth a discussion, if it

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would lead an officer not to make an arrest.

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I don't know, because these are, I would think in most cases they're referred to investigations anyway. Officer have taken initial report and then it's referred to an investigator.

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But I put on a next to consent I put knowing and capacity.

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Just a reminder there.

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anything else, their

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communication communications report writing.

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I'm not Shannon suggested an outcome for report writing. I know we added that they should be writing, they should shoot us as their subject matter for the reports material from other classes, which if we've created scenarios and other classes that incorporate

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some of these issues, they will, it will be in the reports, or could be in the reports.

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So, I'm not sure what else we could say about that.

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But verbal communication is I think a big one. So that's the next one on page 57.

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I don't like the general learning goal of this much, I think, techniques for interacting with people with in various contexts, or in multiple contexts, or emotional states, or something like that is better than human interaction.

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I don't, that's a little antiseptic to me

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to let students learn anything about like power dynamics

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leadership in leadership to power dynamics. Yeah, we're coming up to leadership, so it's there is a power discussion and leadership.

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That's probably relevant here as well.

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Okay.

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It might also be an issue.

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Communicating with individuals versus groups in a one on one communication.

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Found is often very different. And, you know, if you've got a crowd or group of friends or even several individuals in an automobile.

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It's their different communication techniques to de escalate

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individuals or groups.

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Number one, Yeah.

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So you want to add something there should be like communicating where it says, communicating with individuals or groups, and then in addition to what you said like and, and the differences between the two.

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That's good. Yeah.

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Okay, so I added individuals or groups, and the differences between the two.

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And then in a learning goal that student will understand effective communication techniques for interacting with people in various context with various in various emotional states and disabilities.

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Right.

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See defusing conflict,

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special needs.

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So we did add three, I think, I think that's new.

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And then, I'm not sure. Well, I don't know what Chris, what the communication required by ADA is that accessibility. do you think, is that what he means,

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probably, like the talk to text, a

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caregiver for a child who's deaf and has talked to text devices.

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I didn't know when I first met the person and I asked a question the person stared at me and then held up his phone that had, like, Oh, you know, my name is and it went smoothly after that, but I would imagine that if that was a crisis situation.

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There was no time to establish, like, Oh, I didn't understand that you are capable of hearing me.

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And yeah and i think i can go a little bit beyond the ADA, like, I think Chris did a really good job in,

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including more updated resources.

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But some of the stuff that I saw.

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Stuff like it's okay to fill out something for somebody who's blind and I think that preferences to have some kind of technology or some ability for

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people who are blind to just have the ability to do that themselves.

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Just anything like that. should verbal and physical de escalation techniques.

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First thing I was taught when I had that basic training was body language distance, you know, making sure there, there's more than arm's length, you know making a sudden gestures.

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You know, keeping a calm, physical environment as well as a calm verbal tone which also makes a big difference for people how to episodes or people can't hear it all.

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These can still hear the body language.

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So leave, Chris is number for adding physical de escalation techniques.

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And then, is his reference to effective communication as required by ADA is that an addition to number four, or is it a separate outcome.

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Only the ADA thing, personally, and we might ask him what he means by that.

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The ADA thing Yeah, you make is that what you said, Yeah, I don't mind that personally, but maybe he has some, like desire behind it that I'm aware of.

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I think it's part of number four.

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What we're saying, and maybe kinetic is a better word than physical physical might imply, you know, use of restraint or intervention, it does. Yeah.

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That's what I was thinking kinetic de escalation. you know, move, how you move, body language.

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It's also a safety issue keeping people, you know, at least at arm's length away, in case they're holding the weapon, or if they're just flailing out of control.

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Okay, so, verbal and kinetic de escalation techniques for people with intellectual development just developmental disabilities and cognitive disabilities, including effective communication as required by the ADA.

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So, if we are interpreting that to be accessibility issues.

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What was it you said, Jennifer about technology. Or maybe it was Josh that's how about the technology to communicate with hearing impaired and visually impaired people.

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Yeah I live. If it is me, I don't I don't know the audience that like the way I lit express it is to just find ways to fully include people, and I would use like the principles of universal design, rather than ADA.

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And that just means that

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you use technology or you use building standards or use anything to help people be as independent as possible.

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This is just go ahead take four covers what was meant by the ADA so I think we could take out the ADA part, which is a probably more limiting, and we're trying to just as the chief says introduce these broader concepts early.

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I think from what Jennifer saying, most officers are not going to have all that technology with them. I think it's more an issue of looking, making sure people with the technology have an opportunity to display it.

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You know I can think of. I think of this this provider who uses the speech to text or text to speech for his phone. He has to hold up his phone.

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You know, to communicate and, you know, in a crisis situation that might look like a weapon, you know if he's quickly holding it up. Yes, you know, so I want to want to create the awareness that this individual won't be seen as a threat when he's just

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trying to talk.

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So it's part of that that goes to some of the other things we discussed earlier with the, the safety issue risk assessment, but just, you know, I want to keep that open.

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Just for people to be able to use their cell phones or other devices that might not look like a typical thing well he was holding something that's like well it was, that was how he talks.

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Okay, well I would like to be specific, then, because I think that's important. And it is an issue. A lot of people have been shot holding cell phones, so I added.

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So, including recognizing the need for communication technology such as a cell phone.

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Is that too specific

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think we really need to keep flushing it out.

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It's not too specific, but just putting a cell phone, makes it a little too limiting I think.

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But that's what I said, quiet said such as a cell phone.

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I don't know what else there is interest.

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Vacation devices. Yeah, I don't know what's out there either.

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But, and we're putting a lot of trust in these trainers to develop something good I know, I know, They have to have some really really good source material here.

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Yeah, I think that's it need to keep flushing it out.

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Well, that I do have here at the under the source material that there were some documents in the service material about this that I think would it be helpful to add a source material here.

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I just haven't had a chance to really dig into that at all. So, okay, so I changed the sentence. Now it says, verbal and kinetic de escalation techniques for people with intellectual and developmental disabilities and cognitive disabilities, including

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recognizing the need for interactive communication devices such as a cell phone.

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So,

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anyone need to go. But for me, cell phones are normally used by people who have auditory disabilities or visual disabilities.

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Yeah. In terms of their communication Yeah, that's what I've seen,

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set it as an example.

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Yeah, so it's it's not limiting it's open ended.

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I could change it to for example of cell phone, to make it more

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specifically an example. Sure.

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I would say eg but people don't understand that always.

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Yeah, I have a lot of lawyers who like to abuse that.

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Yeah, they learn a new term and they have to stick it everywhere, and yourselves Latin presence wherever we can.

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Okay, so I do think we should add some more sources there I think the chief is right we need to be really specific, because we don't know. I mean, You're, you're expecting the person who's teaching this class to be trained and possibly verbal judo.

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Not accessibility issues. So,

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Okay, So leadership.

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Jennifer had, that's where you put the thing about power dynamics.

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I don't think power dynamics belongs here, but I do think,

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possibly a verbal communication.

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I don't know what do you guys see.

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I'm going to copy what you said about power dynamics and put it in here as a note to remind us to look at it more deeply within the bigger group.

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Does that sound good or do you want to go ahead and write one now that that's that's the right approach.

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Because it's, It's like, like you said, it's even here.

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I'm having trouble, thinking of where.

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Yeah.

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Okay so leadership, then the rest of it is all officer, wellness, Joe highlighted tactical casualty care, and I think, Jennifer you put about seizures, and families and stuff.

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This is for officer, well, wellness, and stress, and, and then tactical casualty care is when an officer.

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It's meant to treat each up themselves and each other, although of course, if an officer has a tourniquet and they've got a victims, and I don't know that it's prohibited for them to use the tourniquet, I would, I don't know.

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But that's covered, it's specifically for officers to treat their own injuries and the field.

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I guess be interested in.

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If we had time. I know so that people need to go but I would be interested in learning more about believes that officers have support in terms of trauma and

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stress related issues.

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Chief would you like to address that and Lieutenant, because it's different

everywhere. Yeah, it's different everywhere there are agencies that have in house psychologist their agencies that have nothing agencies that have peer support agencies that have

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have horrible peer support.

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We are much better than we used to be but there is not a consistent standard in any state that I'm aware of, no, there's not

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been like she said, We have people, I'm sure he has to own his peer support that are he's known peer support people that I would never tell anything to wouldn't tell him that I lost, I wouldn't tell me that tell him that my Powerball ticket last last

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night secret, but there are other people on peer support that I would, I would share anything with but I know for our agency we have four, we have four different psycho psychological places that we can go and we are people can use for free for trauma

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for stress for personal venting for any anything like that. So we have, we probably have at least three dozen psychologists, we have our access to for everybody.

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It's the rare agency now that has no options. Right, whether their internal or external, but there's just no consistency.

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So, let me, let me share this with you. If you have time, and I think you guys know I'm a daughter of a police officer.

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And I'm just I think just kind of now coming to realize how much that have played in terms of my mental health.

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And when I'm just seeing all of these issues come up with police officers publicly and issues with the community reacting badly to them.

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I really wonder how much of that is just the result of trauma.

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You know, both from maybe a community perspective and from an officer perspective.

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And sometimes when I'm sitting in these legislative sessions I really just want to ask people, could we I in some way to support officers and their families.

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Through this really stressful job in a different way.

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And so I'll just leave it there but I think that so much of these negative and our actions are just because of just the nature of the job, and I think that if we could find a way to treat that differently in a way that is more acceptable to police officers

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as a culture, and not maybe going to a psychologist, I think, has the possibility to change things so we're getting there slowly.

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It means more coming from a community member like yourself, and coming from the agency from the agencies themselves and there are a lot of good things out there.

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We can talk offline, if you'd like, but there are a lot of good things out there, concerns and police survivors as a trauma and wellness conference every year I just went to the one in Oklahoma City.

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A couple of months ago what officers are more receptive to it, and communities of factions of communities are becoming more receptive to it as well but you're right on the money for sure.

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And there is a bill last year, Jennifer fingers, HB 1231, which had to do with mental health, and it was putting that mental health resources for police officers and their families, was included in that bill, and there are chief went to the concerns of

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police of our side I'm going to the one that's the fop wellness summit in January, I'm heading to that one I'm Nashville so they're the resources are out there for us to help help each other and for the public out to.

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I wouldn't even mind seeing some town halls, you know, for the local sheriff and police departments you guys always hear when someone's unhappy, but it would be nice to be able to say hey, here's the great thing that this officer just did for our family

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last week my child last month.

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You know I did it the same way that politicians do it, you know like, see some of the departments, you know have these things too, and also where we can just go in and say hey, this is how this thing works that we could learn better Oh, if there's an

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issue.

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You know we could be communicating with you much better about something and not wait till something becomes a crisis.

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But it's beyond the scope of I think what we're, we're doing here but you know I have more good interactions with police than negative ones and you know I like to reinforce those

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My brother just retired from 30 years on the job so he's trying to figure out what to do with himself, still, still relatively youthful.

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You know I full Pentagon Colorado. Now he's in Chicago.

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Slowly can't be on our committee then, I guess.

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Put him to work.

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Okay, well we have made it through. We've completed the mission.

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What would you like for me to do as a result of this, I I'm assuming we're going to give the whole document to Courtney if if she's back can speak to this as well.

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She wants us to present what we've found.

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Next week, I guess next week.

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What we've come up with

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the curriculum committee needs to look at it as well and at night I would like for them to have input on where you know we've had several conversations about where

something belongs and how best to point in the direction we want to go and things like

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that so the committee as I said earlier committee meets, on the 13th so well before where we have to have any final recommendations, they will have some recommendations to I'm sure because there's some really thoughtful people on that committee.

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And, and people with experience that could help us with sources and so forth. So, What would you like for me to give you, or provide between now and next week.

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The summary document is really good and really important, I think, Honestly, that's what we should start with, when we say this is what we've done, because that gives them complete picture, as opposed to going through the entire curriculum, because then

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we always listeners will always think you're missing something, you're not addressing their point right then and there.

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But that's right that's summary document gives an overview of an entire course dispersed throughout basic training.

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So is the format that I used for this document I provided today is that useful because it cut out everything else that we didn't need to talk about. Yeah, look good to me.

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He likes it.

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Still, I can clean it up it was kind of fast.

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Would it be okay to post it publicly, and then invite

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invite people to share resources that they think would be relevant. And then we can review them. Would you be okay with that. We can't do it publicly know.

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And this is why we need to be vetting resources and if we open it to public just anyone who wants to add resources, it's going to probably create a situation that we're not betting it.



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So we, we can open up.

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Like the file share for anyone who's involved in the commission to add resources.

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And after that is after that is recommended to post for resources and and this is included in the in Service Committee, because they're also creating a resource toolkit.

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But the resources have to be vetted so my concern with opening it up to the public is it's going to create a situation that we don't want because some of the resources won't be vetted.

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So what can you explain what you mean.

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Sure they just have to be verified, where they're coming from, who, who the resources who's recommending it, the science behind it, the science behind it the law behind it.

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I mean, you know, that's why.

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That's why you don't go to dr Google for medical advice right because there's so many things out there that you can find that you could just want you start there.

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Yeah.

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I'm just trying to do, is I'm hearing two things right from other people outside the commission I'm hearing that we're not. We're not open enough and what we're doing.

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And I'm hearing that we aren't asking people who have the resources to share them with that so is there a way that we could

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do that. That's what I'm asking.

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Yeah. So I think one of the goals of this survey was to do that. And so right now.

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I'm not sure what happened with Deborah but she was supposed to participate this week and has been totally offline and I've been unable to return but she's supposed to be transferring ownership of that survey over to Chris Smith so that he can own it

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in Google world, which I don't have access to because it won't let us it's not secure enough for that eg his office. Otherwise I would own it.

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And I believe that survey asked for, is going to be sent out to organizations that are in the community that then they are allowed to do it and they have an opportunity to provide resources that they use.

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I thought there was one of the goals of the survey was to get some of those resources. Yeah.

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I think people are just anxious that maybe it's not really happening.

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Well, I if you know I don't want to sound like a mom, but I am a mom.

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I'm a slow process. And it's actually a very fast process when legislation for legislation and, and legislative changes concerned, we, I mean it seems fast to us because we have such a impending deadline.

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At. It's a process that we're going through. And so every step of it is adding information and understanding, so they, they need to be patient, that we're, we are trust that we're working on it with people like you and and Josh, who are representing them.

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They can have to have trust that we're working toward their ultimate goal.

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And it's not going to make everybody happy, there's not going to make every cop happy, it's not going to make every Academy happy it's not going to make everybody happy, but it's moving toward the goal.

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So, you know, I don't know what that means in terms of what feedback you give them but we are making progress.

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Yeah.

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Yeah, we're not just going through the motions.

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Okay.

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Just for perspective Jennifer. I was in the leadership leadership class the beginning December and the teacher told us they said no matter what decision you make no matter what policy you put in place, 20% of the people are not gonna be happy.

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Yeah, you get it. Once you accept that you'll please maybe 80%, and the other 20 are going to be pissed. All right.

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We did what we could do a phenomenal,

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that's completely fine as long as, as Dino, as we actually do follow through with what we're doing.

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People's places. I think was the chief said hundred percent like summary. Lisa's document I envisioned something much shorter like, you know, Here's what we were looking at.

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I say, here's some of the limitations. You know that we we felt, you know, we were we limit ourselves to this scope.

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And then the broad concept what we're trying to do is introduce these ideas, early as possible with the idea that they would be reinforced throughout the curriculum and then later in service.

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And then, you know, throughout the career of the officers, where they could really, you know, reinforce each other.

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But this is the seed planting.

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As our goal.

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So that way and then the following list is, you know, here's a number of examples where we thought it could be introduced into the specific lessons.

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But that's not intended to be limiting.

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How about I go ahead and continue on incorporate everything we did today.

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I will write my best guess that to capture the intention that we had, and then send it to Courtney and have you got have her send it to you guys and you add verbiage to that because you've all said things.

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Chief up front, said things in writing put things in writing that were useful.

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We've said things in this meeting. These meetings that were useful to convey what we, the mindset we had when we were doing it, where we see it going in the future, Josh has said that a couple of times that this isn't the end, it's the beginning, and

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that there will be other changes.

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So, that way we can possibly capture everybody's view of the process that we went through for presentation next week, so it has to be done by 830 know what has 1230 next Wednesday.

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Courtney so getting it out.

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I don't think it has to be super comprehensive I don't think it has to include everything, but I think you know, give them. And I'm hoping maybe even by Monday, to be able to send something else people time to look at and adjust what each committee has

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been up to.

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And just for the other committee was talking about maybe even reconvening after that, after everybody comes back together on the fifth maybe just going back to subcommittee.

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Some committees they were just talking about that because they feel a lot more productive in the small Yeah, I absolutely agree with that. So, after everybody reconvenes on the fifth as a touch base meeting.

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So you guys can all talk about that on the fifth what how you want to proceed but they were, they were talking about that.

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I thought our work was done, really.

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We really did our hardest maybe best effort.

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We don't need to meet no more.

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And that might be. I'm guessing there's going to be feedback right from both sides.

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So I will make sure whatever the markup is for today Janet if you could send it to me I will put it in the, in the file share so the whole commission can see it.

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And then you, you guys have access to the other commission or the other, subcommittee also.

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Is it appropriate to add resources to it now or should we wait.

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The other subcommittee is adding resources.

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They're using so what they decided to do was create a structure like a mock up of what a tool kit would look like for in service so the tool can be provided to agencies right because you guys are working on academies and they're working on agencies and

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and say providing service. So toolkit would be provided to cover a variety of different disabilities, because you're not going to teach the same officers, you're not going to show the same our video every year.

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Otherwise you lose interest so they are creating a toolkit so that depending on the needs of the agency that year. Then, the, the people responsible for in service can go to that provided by post and just find all the resources and all the lessons and

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videos and different things that are out there.

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And I'm sure there will be some discussion about how those resources are added, Jennifer, like if they're who they're added if Is it just the commission members because again after the 28th of February doesn't mean the commission is over you guys have

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oversight in terms of the implementation of that. So I think you guys can discuss of how how resources are added to the tool kit for in service and all that stuff.

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So they're kind of creating a mock up.

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Now, so that they can really dig deep into what that looks like and what they want to present tense. Time is of essence right there's

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with holidays and different things it's they've.

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They just want to get that done.

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So yes, you can add resources so I don't know if somebody wants to put together a structure of what you guys like kind of similar to what they're doing.

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If you want me to create like a master file that says, you know basic curriculum additions or revised mentor or however you guys want me to label it and then add a sub folder of resources so you guys can start adding resources, they're considering they

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also might be in the in service toolkit.

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Well, the reason for the purposes of the curriculum, the resource material or the source material has to be in each class. So, my preference would be that we add it to the curriculum,

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or at least in the curriculum, structure so if you have a source that you want to put in verbal communication, you, we could have a separate document.

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But it would say verbal communication, and these sources.

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So, it's clear, clear where what the intention is because that's the way the

curriculum is set up,

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adding it directly to the curriculums probably not necessary, as long as it's labeled that way.

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Okay, and then are you envisioning a place for them to for academies to access, like a central portal or something for them to access this information.

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I don't know the curriculum committee needs to talk about how.

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Yeah, that would work. Yeah.

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The, the rule says that they have to have, if it's if we, if we determine it's required they have to have a copy of it on site.

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So that's why we're a little bit careful about books.

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Because, you know, some of the books that were originally required cost like four or \$500.

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Because, probably because they were old. But anyway, so there's rules for the curriculum.

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In regard to academies, about, that kind of thing.

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Jennifer what we do and post is we do Academy inspections. And so, for any of curriculum or the other skills for firearms we inspect those areas so what what Janet is referring to is that they're required to have him on site when we do inspections we

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make sure that all the things are required to have are there. So they're required then they can get, they can get sanctioned or penalize if they don't have them.

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So that's what Janet speaking to is if we require that there's a resource there that cost \$500 and we can't ask the Academy to pay that in order to have that resource on hand.

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Right.

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And also the curriculum is not does not go into effect until the board approves it. Even though statutorily said the academy it they, they have to.

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They still have to.

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So, that's not. Nothing's going to be given or required I guess of the Academy's until at least July 1, right, because it takes that process.

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Quit, and also we have to have this to. Well, there is a meeting in June, so that we, this has to be ready for Board approval. My.

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We're going to march.

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Yeah, it has to be voted on because then we have to give academies.

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Several months to week implementation academies can't just implement the stuff overnight they plan their academy, six months ahead of time, which may have already a very, very very tight timeframe so the end of March meeting is like the 13th or something

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right, some point in there. So that means we have to have this completely done before February 28, our deadline for the academy curriculum is prior to February 28, because we have to get the finished document to post.

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And they have to vote on it at that board meeting on the march.

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They needed it last time it was two weeks ahead for to get it in the packet.

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Yes.

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So, We gotta get cracking.

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If we're going to add sources, we gotta get quick.

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And it could be in the right up of the recommendation that the sources are optional. Therefore, they wouldn't be required for the can have on recommended.

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Right. Yeah, right.

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Yeah, I can see a toolkit, a concept for like, okay, you're teaching the verbal communication class and you don't really understand a lot about the interactive devices.

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Here's a source of information that would help you.

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And that's just a recommendation, maybe you know somebody else that you could talk to about it but.

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So, yeah. So then the next step.

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Yeah, and the next step of that which, everybody's trying to wrap their head around is who's maintaining the, the source portal or the source list right because those those resources change constantly there's organization to come in and out of business

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and things like that so who's updating those who's keeping those current. Well, we're supposed to be doing that on the curriculum committee that had not done it for quite some time.

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For years, at least.

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So a curriculum committee is supposed to do that. Okay.

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But that's where Jennifer's point about having people who are advocates, or in the community, as advisors on it is really important because you you know better than we do

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what's changing or what's new or that sort of thing.

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Yeah.

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Well, anything else for today.

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So I'm going to send you all this summary or I'm going to send it through Courtney, the summary. Please add anything you feel needs to be added to it to illuminate our process.

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And that will submit it to the rest of the group.

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And then the next meeting is scheduled for the fifth at one tech.