

WEBVTT

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it was too afraid. Hello! hello! How are you guys Did you good Shannon's Captain Eagles?

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There we go. Got it right recording in progress. so I think the only people we're not expecting today, are Dan Bryant and Chief Gordon, as far as I know.

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Hello! how's going? good Good We're just saying the only people that I know are not coming are Chief Gordon and Daniel Bright.

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How is everyone it's good? How are you good thank you in a couple of weeks?

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Are you feeling better. Oh, yeah, yeah, I didn't get anything as bad as my son did.

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So? Oh, no. yeah. Is he okay now? Yeah. Oh, yeah. just been battling something for a month.

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Oh, no, yeah, not Covid. I think everybody is like everybody's mind goes there.

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Now I know you have a sniffle it's covid no, thank you.

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Just with a lot of things. It was I apologize for not being there that last week. But I review the notes. Yeah, everybody has stuff come up. This is a big commitment.

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You guys have all made so well chris it's 101 whenever you want to. we do some participants, but i'll let you get started.

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We have 7, so we don't quite have enough to actually have to make any decisions or voter, or anything like that.

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I do expect Janet to join she may just be a couple Well, she's actually on. she's here.

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She is. Yeah, she's connecting okay, sure so that should put you on over the top, and then we're not sure if Josh is joining today, or not or Jill I haven't heard

from either of them Jessica i'm

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in the car. So I have my video off But I Won't get on video as soon as I make It home. Sounds good, Jessica.

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Thanks for letting us know. and we have one member of the public all right, cool, so we'll do roll call real quick.

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And we said dan wasn't going to be here Jennifer Josh don't see him, Jill don't see her worry here.

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I just heard from Jessica erica here Chris here.

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No Tenance isn't gonna be here i'm here, Shannon. see Boom echoed on my end.

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And then, Janet, I am here cool and we do have enough numbers present, so we're good in that respect.

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Oh, there's josh and just for for dan is he teaches at in service every wednesday. He brought this up a couple of meetings ago, just to let everybody know that he'd be unable to attend if the meetings

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continued until April, because he does in service every Wednesday that he teaches.

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All right, Corner. You want to do the public comment gift.

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Linda Gleason is our only linda if you're there, and you want to have make a there.

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You are Yeah, no public comment. thank you thank you that's it cool. So, Jenna, if you want to take it away with basic review, you're on you, and Jill just wrote that she doesn't have the link so i'm going to resend it to her so she'll be joining in a

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minute. So Courtney sent out the Draft from the curriculum Committee's Review last week, and this morning I added some of the comments of Jennifer's last contribution.

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So as far as the Curriculum committee is concerned, it's fine as it is. there's I think there were 3 or 4 things that Jennifer added that are in blue that document everything else we've

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discussed multiple times, and although the the subcommittee, I really would have liked the subcommittee to do kind of a look at this. just to sit really to save time today, But so I don't know if

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you want to go through it, line or course, by course, or look at the blue, or you want to proceed.

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Oh, I know for me, and I have a couple of questions, but most of it has to do with the section on special populations.

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Yes, I don't know if you want to when I go through, and I quit until we get there.

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There were a few things that Jennifer or somebody else had suggested, and and her her last contribution had some questions in it. so I think I think it probably be most efficient to make sure we cover everything if we scroll through the whole document.

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Not. Every course has to be looked at. I think there's 1415 corpses that were actually changed.

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So if let's just do that that's probably the most effective part.

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So scrolling through. Well, can I tell you something I didn't realize that that would put a wrench in everything.

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I totally forgot all the stuff you just said so we don't have to even like.

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Consider that stuff like I just was like i've been so stressed out the last few weeks, and I totally forgot you even went to the curriculum committee.

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So I wasn't trying to like do all the stressful stuff I you brought up some good stuff.

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It's not going to take it's not that much that'll take time.

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So, so unfortunately we start off with one where the people on the curriculum committee felt fruit pretty strongly in criminal process that the eighth amendment has to do with people who are under arrest so did not feel that including a reference to people with disabilities was appropriate

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there and I don't know that anybody on the committee who's talking or or on the commission who's taught that class has any input on that I'm happy to hear it.

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We just didn't have a source that referenced it so.

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So that that was that piece was stricken but There is more stuff added later. That, I think will compensate for that. and a criminal process is just meant to talk about what the criminal the criminal justice system works Janet this is jill is that is that a place where when We're talking about like Miranda rights and and people understanding

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that. Yeah, Miranda is discussed. in there the case is discussed in there and then is it is there a place in that? I mean, I've gone through the Is that addressing somebody gonna say that something no that was just me finishing this is Jill?

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Oh, okay, I don't know that we specifically addressed that mit Ctl. And I understand why they don't want to have that in there.

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I get it, except that if You arrested my son. independent and high, he will likely say something under stress that he and talk and he may not. he may. He's not gonna understand.

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He? Yes. Well, he's 18 now. Okay, jeeze in itself.

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Mit ctl. and juveniles have a whole different Miranda situation when it comes to in custody, Miranda And so he's considered an adult.

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Then I still have the same i'm still gonna have the same question. There's a lot of issues juveniles were handled differently mit Ctl: and the issue of understanding Miranda is applies to people who don't speak English as their first language as well

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2. So it is gonna specifically come up in just a minute under interrogation.

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So. thank you. What comes on, to be sure. Thank you.

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Okay, I did see that when it was under interrogation that there was consideration put in there.

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Miranda is only required if somebody's in custody, and being interrogated, it's not required.

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If you're standing on the street talking to somebody asking questions it's not required to provide Miranda it's only when you're in custody you don't have the right to that's that's this is jill that's awesome it's still gonna

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be it's still gonna be as being you know what's the what are the accommodations being made?

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And again. same thing with mental mit ctl and that's important as you're even getting to that point since we're right here, i'd like to em i'm just saying for even a preventative point of view we really should emphasize appropriate

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like diagnosis, or at least identification of people that need extra supports for the Miranda rights.

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Under that situation police could get into a mit ctl and you know so it's it's it's also interrogating someone that might not understand.

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I've support you on that jel so I have a question for you.

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If somebody is undiagnosed, how is a law enforcement officer who is not a professionalist Mit? We need to investigate further, and maybe bring a mental health professional on site to do an evaluation.

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Before we even go any further with that it people have gotten to in trouble, And it's actually put loopholes and 2 people's prosecution of particular people.

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So i'm just saying it anything we're here to protect people in general.

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But we don't want to do something that you know could cause harm right?

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So I guess what more I'm trying to go with that is reasonable expectations, right?

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If somebody is Erez Agmon, been through this their entire life, they're an adult now, and they're still undiagnosed.

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That at a relatively short period of time. And now, all of a sudden, we have these.

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What I think are pretty extravagant expectations that a lot of first monster. It's just something to be considering as we're.

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We're trying to figure out what we're expecting of law enforcement and let's not forget this is brand new citizens who are learning to be police officers with Ctl and and this is a fire hose of information that we've said multiple times we're trying to give them the

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has called Intro to law enforcement or to criminal justice and basic law.

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The issues of calling in a professional consultant to be an expert on these kinds of things to help an advocate to help going to be down the road with their agency, so we can bring it to their attention that these are issues.

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But we can't. There, there's no way that this class is going to get that deep. This one is not going to get that deep into it. So.

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But let's get to the class that actually it applies to to talk about it a lot more.

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So the next one is law enforcement ethics and I the only I don't know where this came from.

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I just had a version that had this a couple of yellow highlighted different font insertions, and I wasn't sure what how?

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Where that came about if it was from the commission's website or somebody else, anyway.

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I think this number well, first of all we've added 200, and some text that I think was for I don't know if that was from in Number 3 from the Commission or from the committee, but anyway.

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There's some that is me we talked about defining it defined it. but I didn't know if we needed to add that in there, but that my perspective is that the number of outcomes doesn't necessarily relate to the number of hours.

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Of a class, because you can cover it some information fairly quickly.

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But you just want to make sure that it's inserted in there. and so I think that's that's useful, and I I think there was something in here about discretion.

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Was it this one that that maybe it's the next one or another one?

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But anyway, it I think that needs to be those kinds of things need to be reiterated, and there's nothing wrong with that. so we just haven't.

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Mit ctl and refined Number 6, the diversity, the definition.

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I did look it up to make sure I knew where it came from which is from the Oxford English dictionary, and that's fine.

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We don't normally mit ctl and ask in an in an outcome to use the oed definition of something. So I don't know if we want but that one needs refinement right there. , I can't leave it like that.

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This is Jill I actually like having defin no I don't object to the definition.

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It's just not typical that we cite the Oxford English dictionary, but right, and I think well, I think what my attention was is first off, that the performance outcome.

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The student will be able to define diversity. do we measure that.

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And I think that was part of the there are a lot of those in here that are, I agree it's so hard, but it's not define. I mean it.

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It's. I typically, when we say the student will recognize or explain or understand we're really talking about a written test.

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So in this particular one i this this whole course is apparently meant to be lecture, because the student doesn't really there's no scenarios or anything in it.

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So across the board. People are not happy with that it's just a bigger.

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That's the the direction that they the curriculum is going to make things more reality based.

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And so we're just stuck with this for a short time. but I can see we could change this to the the student will be able to do diversity as the practice and then leave Oxford English Dictionary and they're in

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parentheses and then they can put it on a test. That's I would hope they discuss it more.

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But it's that's there can we put discuss analyze Can we put a different word that will help depth, and you know, make this more of a in-depth conversation?

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Well, I think I think one thing we could do is add diversity to the next one, where we're already talking about stereotypes, prejudice, discrimination. We can add diversity to that and then maybe say something

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about mean. What what you want is people to be conscious that they may have stereotype.

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They may be stereotyping They may have prejudiced. but that's personal. A personal bias.

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It's not should not be reflected in the way they work or the things they do.

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So that's really what you're saying what we're trying to say to them, We don't expect you to be perfect people.

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We expect you to be lawful, and ethical officers so I don't know how I mean I could



i'm happy to add it. Could we add something that the student will recognize their own personal biases?

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In addition. How do you test that, Then to mit you know you guys?

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I think that's the challenge about this this is still the entry level, that we're talking about for both of these topics.

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The criminal process and the Miranda and the fourth amendment rights, and all of that, including this Antib, that really belongs in that continuing education of the in-service, part of it, think it would be a lot, better And

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i'll honestly janet I think that i'd like you suggesting it just completely striking out number 6, and adding diversity on the next under Number 7.

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And then 2, I mean, it keeps it all in line. there.

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Those are all similar. you could. We could say something along the lines of the student will be able to define these for things and give examples of how they impact.

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Law enforcement decisions something like that because that's what the what's worth that's what we're staying.

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Don't let your decisions be colored by these personal biases. Right, Joe.

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You have your hand up. You may have already maybe talked around at the point. I mean just, I mean the point of adding that diversity is that not often is disability.

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Whether it's dementia or autism not often is that considered diverse is disability considered diversity. And I think that's the point right as we're trying to bring that we're trying to bring highlight the fact that disability whatever that is whatever disability that is

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is, I think I I mean I see your conundrum. because how do you? How do you?

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Mit We need to discuss this the issue I have is bringing disability into diversity.

and that's why we're, I understand we're you know, is there a place that we could create yet a different category mit Ctl: and of in-service training that addresses these things that erica and I have been bringing up and

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J. having another in service that goes a little bit deeper than what this than what the the initial academy curricula can do.

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Sorry i'm just talking in a circle yeah , , Does it impact any of this discussion to look at Number 10 or what it's actually gonna be number 8?

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Can I understand why those were struck out because I don't I don't think we did that in a meeting. No, that was a curriculum committee.

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First of all, the first one was that that need. That is a huge topic that they teach semesters of college on, and probably is going to be a little bit more effective in it in service.

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We have to remember these are brand new these people are brand new to even the idea that any of the behaviors and beliefs of law enforcement.

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So we're trying to they're not it's it's over these things that can be overwhelming. but they once they get some experience once they're the job they these discussions will have more meaning and that's , just a little bit I understand what you're saying I want to

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push I don't quite accept that statement and it's not and anything against you at all.

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We have conversations around that topic, constantly, and We don't have semester-long courses on it.

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I think it's possible to just understand the topic and and it doesn't have to be huge discussion.

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But just understand that that people of color with disabilities are the people that generally are are having issues, or a man right?

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So I and that's a very big deal I will put it back. I'm fine with putting it back.

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Okay, . . . , , 2 good.

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One thing that I think is important that jenna I think is trying to say is that you take somebody who so law enforcement is different than anything else in the world.

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It, really is it's way different and you take somebody who has never done it.

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It's only watched it on Tv. and we need to teach them enough to get started once they get started, and they build some. context. Then we can start teaching them a lot of these other things.

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Cit is a great example, right those of Holy Cow.

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I took it a couple of years later, and the context I was able to provide to myself sitting in those classes listening to the instructor's talk, and then, later, sitting or that statement it interacting with the role players was night and day different than I would have ever had had I gotten

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in Basic Academy. and me. Another good example of this is just yesterday or on Monday.

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I was trying to teach law Enforcement report writing to brand new hires right?

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Even something like that they we should be able to teach report writing.

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I mean, we teach report writing in 250, in college or in high school.

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We should be able to do that. but that context, trying to explain it, and the type of things they need to make sure are included in their reports.

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The context changed changes. Once you have been in law enforcement, and you start writing those reports, and you understand this is why, including this is important.

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I can say it's important all day long but once you start building some of those contexts.

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Then all of a sudden the realization in someone's head is that adult learning concept right?

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You gotta get a basic. You gotta get a little bit. Your feet a little bit of wet.

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And then a lot of things all suddenly start making more sense. What Jen is trying to save it, Can I?

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Can I just ask a question. I'm sorry I have had a very, very bad 2 weeks, and I don't want that to color what I'm saying.

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I I basically told Courtney. I needed to step down from this commission, because i'm hearing from the disability community that they are not supporting me in this So I don't want to take it out on you out of all i'm very sorry if it's gonna sound that

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way. i'm trying very hard to understand you and I hear what you're saying. Okay, is nothing to do with you or your job.

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I think that you are great. 200 what i'm hearing is that we're putting people out on the street right officers.

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And I think I understand you but what i'm Also, hearing is that at some point that we need to have some standards for people like we need to have some just like some basic expectations.

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What people are being taught and what they understand I don't know and I can I try to?

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I mean, I think when i'm going to say jennifer might kind of fill in some of that you didn't tell me if i'm off base.

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But what I was going to say is that I it's not okay with me.

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To think that we're going to teach these very important pieces to people and in service, and not worry about doing something in the basic academy like this is human nature. And so we're asking you from the very beginning to keep this in mind as you are becoming a police

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officer, and, so to say, can you fine my neighbor Bob who is 24 years old and going to be a police officer? I want to know that he's keeping this in mind as Mit Ctl and But this is this is Why, the Commission is here making sure that this is part of what that is that the disability

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community. Jennifer, does that help to articulate some of what you were trying to say? Yeah, I think so.

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Thank you, Josh. Did you want to? had to? I just wanted to.

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I think one of the things that we tried to focus on in the basic subcommittee was the the communication aspect as sort of a fundamental first step that that sort of dovetailed in with what chief was saying how they're teaching away from the dominate the

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situation model and going more to you know. control and assess in just by establishing that communication component.

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I don't expect any new graduate to understand the difference between Mit ctl and autism versus hearing loss versus someone that may be on drugs having been on the other side of the first resp what you're dealing with in the person and the one thing we were taught in my very

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basic training was, you know, communicate. Keep a safe distance but you know you. You can establish more control just by seeing on what level you can.

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You spot that way, whether you're dealing with something more than just whatever the police officer was called for, and they will then know to call for maybe more help if it's beyond their experience.

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But that first component is kind of critical. When Representative Freelick was telling us about, like the cases that brought this Commission about that first step sort of addresses.

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All of them know if they had stopped and established a communication.

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Interchange. Most of those might have been avoided and it also will help all the different disabilities which you know I still have to learn a lot about.

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You know individual things that I haven't considered the that's kind of a fundamental first step that we can introduce in the basic, and then it can be reinforced in every future training class that we have like what Jill was just

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saying, Thank you, Chris, and I just wanted to you know add that training doesn't stop it basic, either, and it also doesn't stop it in service.

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We think about but I mean I know my agency better than I know any other one, but everyone gets about 5 weeks of training with our agency after plus on top of that, they have between 15 and 20 weeks of fto or they're paid paired up with another

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officer so it's not like we gotta make sure to get everything possible and basic. there's so much more opportunity down the road.

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There's so much more that they're going to get and especially as they're able to start building that context.

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They're out there with a seasoned. officer and run into these situations and get that opportunity to kind of explain to them like this is why we do what we do.

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Where it can make more so i've added 8 back one caveat To all of these this that just intersectionality is not a common commonly understood word.

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Possibly so. there it we have to have sources that will give whoever is instructing.

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A foundation, and we want to direct that not like go Google it and come up.

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You know, whatever you find is good. We want to provide a source that's going to support the views.

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The perspectives and mindsets work that we want. There is one in here I This is one of, I think Jennifer suggestions.

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So I just want to make sure that the think change talks about people.

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Let's see the intersect the last one the intersection of race and disability that

is going to be a useful resource.

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Is that correct? Jen. Yeah, i'm i'm hopeful that it will, but it doesn't directly speak to law enforcement.

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Unfortunately, Well, they'll just have to figure that I mean that's okay.

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That not everything is going to be specific for law enforcement.

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So then the final one. There is a student will examine cultural biases and beliefs regarding people with disabilities so hopefully that covers the essence of what we're want for.

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And obviously we've got more to go so are we ready to move on.

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Then I might need to drop off you guys I think that whatever i'm going to do right now is just going to make this not work, and I you've had some really good suggestions mean I can try but I just feel like i'm gonna blow up this full commission.

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If I can I don't want to keep pushing and make it Well, it's it's that's completely up to you.

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But So interview and interrogation that's where we talk about Miranda number 5 was added.

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Techniques may differ when interviewing or interrogating people with disabilities.

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Does that address the concerns. you had to I don't. I? I need to check I the one thing that I would say that I did not.

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I don't think I completed so there may be I may need to add, I'll just make a note right now, so i'll remember to do that.

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I think there' fly here, but could we consider maybe after adding like you, said the student, will explain how techniques may differ when interviewing or interrogating to interrogations, just some some general reactions that can happen from people with disabilities one

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is false confessions, you know. another one might be even extra sensory overload.

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Just, I mean just to put in there just they would have a discussion about possible reactions to it.

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So this will explain how techniques may differ when interviewing, and the reactions that may occur something similar like that.

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I mean, what does the group think? Because it I think one thing about disabilities.

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People with cognitive disabilities. may respond to the last question like if you say yes or no they'll say no, if you say no or yes, they'll say yes I mean that's typical if you tend to get responses and you may know this already. maybe it's somewhere.

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Else. But if you get responses, that are always the l I mean that's also kind of a red flag.

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If that makes sense, I don't know if me so there a resource in the toolkits that will explain that can definitely put something in there.

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If it's not there already. yeah that's what we need we can add, we add the statements here.

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The instructor is going to go to the sources that we provide either here or in the toolkit to find the information that they need.

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Incredibly account, Lee, I think that's would be helpful for officers just to understand some typical responses.

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So thank you for entertaining that. so? I added, this is Jessica.

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Can I chime in? Sure, Absolutely sorry. Go ahead, Jessica.

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We last year you're probably talking but we can't hear you if I can interject while we go back.



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Oh, sorry guys, I'm i'm in the car still and i'm stopped on I 25 because there's a crash ahead of me, and i'm apologize the powerpoint that I uploaded a couple weeks ago.

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Has an example of modifying Miranda rights, and then it also has some of those points about.

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You might get post confessions and some of the other reactions that you might see so that might be helpful to make sure that that did make it into the the toolkit. I don't know off the top of my head.

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If it did so I can double check, but it was definitely uploaded as a resour.

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What is the title of it I think it's law enforcement and people with intellectual and developmental disabilities.

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It's a powerpoint from a collaboration between 3 of the Northern Colorado Arc.

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Chapters, and we currently are using it at our cit trainings when they come up this way. Okay?

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Well, I made a note to look for it because I if oh, if it does it live somewhere on the Internet, or I can put a link in here.

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If I can link it here, I will i'll add it Okay, i'll just i'll just look for it. Yeah, I was gonna say we can look for it, Janet.

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I recall reading it, but maybe we could say something like student will recognize atypical reactions to interrogations similar to what Erika was saying. But just the other. perspective.

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There. There are most officers are trained on typical responses. resistance to interrogation.

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Maybe add something about at typical responses. I like that word.

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Okay, saying, no, is not an atypical response. It It might just be a false confession.

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So does that make sense? So one thing that we want to avoid in an outcome where ever possible, is multiple verbs.

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So I just added the word atypical if we don't want the app that we're so take that Janet. This is this could be really quick and i'm sorry to put you on the spot.

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But you're the spokesp. Okay, So scrolling down we are at Children's code, where we added impact of child's disability, Egan 4 Yeah.

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I think that Chris wanted to. Oh, i'm sorry no no worries at all sorry, and I know i'm just a voice. Right now I turn my video off.

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This is Kathy, I think Chris Chris the chair So I give some reference.

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I think he wanted to say something to the commission very briefly and so i' No, i'm good you're good. Yeah, Okay, never mind. Sorry i'm looking at my desktop screen.

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Where the document is. so I made it, Miss Body. So thank you. I appreciate you doing that. Well, if I had something to say, you know no worries.

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Okay, I felt fairly sure that would be true. but yeah I I mean I don't have any with this many people.

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I have no objection to people just talking I do tend to miss the hand being raised sometimes, so any support I get is helpful.

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So child's disability and then there's 2 articles that were pretty helpful in the

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The resources. so added that legal liability that is, that was Those are all changes from the Commission, I mean the Curriculum Committee, the attorney on the Curriculum Committee.

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Identity theft. we added a outcome about vulnerability of the elderly, and persons with disability to identity.

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Theft. I don't know, if there are are there articles in the toolkit related to that, because I can add the toolkit as a resource.

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There, too. Not specifically. Yeah, I don't recall that being one of those.

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But it is. Was it one of those things I thought about?

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But I should have anecdotal stories so we probably should see if we could find something that items correct.

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Yeah, Aarp has some articles i'd be glad to get those added.

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So One of the things I wanted to say about the toolkit was and Jennifer was helping with this as well.

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I well, I think for everybody, at least for the Board, to see what is in the toolkit that relates to the Academy, but also to Academy directors and instructors.

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I wanted a document that we could provide them that lists articles and support resources in the toolkit by academy course.

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So it's a quite index you've got you've got it by course, that you're you're talking about. but we also need it listed by course, so that if i'm teaching this class I can go to that section of the guide and know what to look

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for so Jennifer was working on that and I think I don't know if she completed it. Did she end up dropping off?

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I think she did she did a great job on it and you know.

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Some of it literally is by title, because it's a pdf in the toolkit, and I tried for a long time to track down some of those articles so that I could just link them here, and some of them, were behind paywalls and different things

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so. I thought, since you guys has done all that work already, we might as well use it. so.

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That's what when I refer to the commission toolkit it's going to be accompanied by that guide.

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Okay victims rights. I think we've looked at this one before I don't think there was any recent changes to this one.

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We added a resource to domestic violence, since it was, it already included the issues with disabilities, bias, motivated hate crimes.

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Chris added this one number 7. I don't know why, that keeps striking the 7 the committee, the Curriculum Committee thought it was a little word They suggested striking the last part do you have any objection.

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To that, Chris, but it just to make it less I I this is Jill. I don't sorry, Chris.

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You can answer yourself. but I I don't have a I just when you save Mit.

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Okay, no problem when I put that in it's what came straight out of the statute. Yeah, So I don't object to the change.

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I'm just that's where I got it yeah I just said, this is interesting.

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I had a So you guys know I have a husband that's a firefighter, and he he had a call was on a call last week where somebody was calling to the hospital to describe their patient and and he was using mental mental issue with the student the person who They were bringing in had to have down syndrome but he was

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calling a little bridge Oh, that's fine so here's the first time that the commission's tool kit appears, and it's pretty easy to add to any of them where there's a specific source that's useful for that class so now

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we' catching up to do so jennifer wanted to add a an outcome that said describe the history that well, all of text in blue the text in red.

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So the decision of the group is to take part of one, all of one, all of 3, all 3.

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We need to discuss that. I would just say that this is not his discussing.

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History is not generally a big part of the basic academy.

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I think context is little different. but history of the disability movement, I think, is a good disability rights movement.

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It's. good Janet I agree discussing the history they're not.

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They're not going to know the history and I honestly don't think it's going to help them at all, and as far as recognizing what's going on with a person so Yeah, the time may be better spent

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focusing on identification of people with disabilities, so strike the whole thing.

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Is there any part of it we want to well don't we have the Disabilities Act in in as a reference material or in the toolkit?

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Yeah, we well, not only in the total kit, but here is Chris had a really good.

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The Ada update. Excellent! an Excellent source the There's some statutes.

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The Department of Justice provides really good source material for this class.

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Really good source material. So I think it's covered then that's just my opinion.

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Okay, Yeah, So I if you're asking for for input Janet I I I don't.

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I don't as much as I because i'm into the history of it, and i'm involved with it.

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But I I would be okay having one and 2 and I don't know that I feel like I mean I hate saying it. but I don't know that I feel like that that leading paragraph is important to have there because I don't

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know that this is the right place. to have this and this isn't necessarily the curriculum that you would want to have this first paragraph. i'm sorry i'm referring to the document as you guys might not all be on it the word the whole

first paragraph with the student will be able to describe the history of people with

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disabilities. I like both of those in there and I think that's what we that's the nuts and bolts that we want.

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So , , , , creating it.

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I would I? We have increased the length of this class from 2 h to 8.

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So there's time for what what I wanted what I thought was important, and I think that what the the subcommittee thought was important is that the time was spent on application and strategies and techniques.

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And so yeah, I think the last part of it I mean where it says, including, but not limited to providing effective communication and reasonable combinations, for people with disabilities that in that whole little that whole sentence that's the most important thing from my perspective, not necessarily

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the history, and you have, the you have explained the protections afforded to persons with disabilities so that's legally.

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That's important to have and defining disabilities defined by Americans with disabilities.

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Act you know we we're gonna say this is the definition of disability. But then, in in service, you're gonna learn, you know, deeper. I like the idea of having communications and reasonable accommodations.

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For people with disabilities if we don't have that somewhere else.

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But I don't know if I don't know we could just we could put that or take that paragraph out. But the sentence that she's talking about and put it with one yeah, one bigger point that's my opinion

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we're breaking up for me I couldn't hear you I could not hear any of what you said. correct.

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Could you repeat it. and now you're totally muted I think my Internet is unstable.

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Can you hear me now? Yes, Ok. I don't know Janet can't say Janice, Does anybody else hearing him distorted?

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Is it just me? This is you. I can hear all of you just fine.

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Some of your videos are glitching out, but I can hear everything on my end.

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I can hear you Courtney. Yeah, it's the only one that's been glitchy for me at all.

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Well, I just got a message that said my Internet connections unstable. It happens every meeting halfway through.

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I don't know I don't know why okay so Chris?

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What did you say? I apologize you're muted goodness, gracious!

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Let's try this one more time did you ever know alright Everybody's okay.

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So the section where it says, including but not limited to providing effective communication and reasonable accommodations, take just that part and add it to bullet.

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Number one. Okay, and Delete, The rest of the paragraph got it all right.

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Was that what you were thinking? It was Yeah, or Joe? Yes, I keep.

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I keep going off my video. So it will hopefully help the connection.

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But I guess I won't worry about that yes, that's perfect for me.

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200, all right. okay. So then, what she additionally added Here was rather in Number 3, rather than having those 3 mentally ill, elderly and physically impaired, she added more specificity there, which doesn't include the elderly

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elderly and mentally ill I feel like that's overkill.

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But I want your input, So first, this is just my personal opinion from somebody who teaches this course.

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The mentally ill is covered in so many other places that I tend to not talk a lot about it here.

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Not because It's not important because it is but it's just It's covered other places. having a list.

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Okay, I tend to keep him my list more broad we talk about auditory disabilities.

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We don't need to say deaf deaf blind part of hearing. Well, that's what we did in the later Number 10.

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I think they should mirror each other but I don't think there's harm, and putting it there so for the in-service. Just so, you know one of the proposed learning outcomes on number 6 was just something I put in the

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chat. so I don't know if you prefer something shorter like this or the list.

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I like lists of categories just to kind of prompt the instructor to look at those categories and discuss them.

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Just so. just a thought. Is there any So it years to replace Jennifer's list here and number 3 It's just up for discussion what the preferences for the group this is just a potential learning outcome proposed for

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the that is here is Jill? I Have a question though about I mean. Are we asking, Are we asking the the where this says that student will describe and explain behavior?

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So now we're asking them, what we've said earlier that I mean there's a difference between being educating and being aware of this versus having to describe and and explain sorry I keep going back between document and our call to see your faces there's a

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difference between having teaching this. So they have awareness versus describing and explaining behavior, and And this is leaving a whole. I mean, this is what we talked about that potentially that becomes that in-service piece of going really into describe the

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behaviors, and the interventions to use but it's and I think if i'm looking at 10 i'm jumping, I mean I just think I have a I have a little issue with number 3 and you're gonna find that

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crazy figure out how they know it. Now you have to test them on that. And so we do. Yeah, there is a test for all of these classes. Yeah.

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So I don't know. I feel about having to test them on and what we've said that we don't expect in initial academy basic Academy to be experts or really know all about all these disabilities in the basic academy So is there.

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A way to teach it. share it without it having to be expected that there's going to be proficiency on it.

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But, Jill, if you look later down the line here at Ted is Shannon Shannon Oops. Sorry!

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There. I got you relies. I lost you for a second.

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So it it requires. This is where we have scenario-based training, right?

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Yeah. we we have to. I mean they we will be able to through reality based training.

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They'll be able to interact with people with disabilities. in a variety of commonly encountered situations.

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So this will include the role plays. and I think that would cover that.

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And again, that's a repetitive yeah yeah that's what I think. Yeah, And so I think number 3 we don't need it in there, and the way number 10 in red is written.

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I think it's highly sufficient. but erica what are we when you look at that, what are we missing?

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So the 10 min was in 3. I think the only part I mean, and I understand, actually describing identification is really what we expect Right?

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It basic is more understanding, or at least having some indication of identification.

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I wonder, . I think it will certainly be covered definitely with I mean, if we have , . and there's that reality based training. it will definitely be covered in, that, you know, identification of recognition.

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Do we have to. I don't think so included it would be. I would consider it if I were designing the scenario.

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I would say that's included first of all and then you figure out how to interact with them.

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That would say the interesting thing I just noticed is the phrase requiring peace officer interact intervention like, really, are we really talking about intervention?

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I don't think anything is required necessarily anyway. so strike the whole thing done. So signs of abuse neglect that's not different. this.

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Actually this Number 5 in red has been in here for quite some time.

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I don't know why actually, it's still red but I think we all agreed on that a long time ago.

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Number 8. it's really important in law enforcement and this is going to be true in the risk assessment and other a couple of other. It may be another place that officers at least think about what else there is 2

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100 besides taking somebody to jail which is a huge issue. and so not but not every place in the State has all of these options and resources, but and sometimes what's purported to be a resource refuses to help So

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when you says safety nets, what does that mean to you all?

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As far as basic academy is concerned, so I think I don't know I didn't write it.

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Yeah, I mean i'm just wondering to me when I when I think about these kind of things, they're the fact right?

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So I have a great example right now of an inmate I haven't custody you as dementia

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His charges are pretty minor he ended up in jail because he has the domestic violence attached to it.

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So it's a shallow rest. there is no choice for the officer.

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His discretion was taken away. or her discretion either way.

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But the struggles i'm going through right now and Then i've involved so many other people from adult protective services.

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His attorney. all you ever tried people to try and figure out something for him, and we're still struggling.

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So I I think, about the officer on the street who's trying to arrest or trying to work with somebody and the resources that he's going available to him at that moment I mean what are they gonna do But I would

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they're stuck? and I don't every time I try to run into a resource and say, Hey, I have this situation. Can you help me?

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I get I struggle and I have I think I do what i'm doing, and I struggle.

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I can't imagine the officer on the street trying to figure it out in the midst of crisis, or in your ray Colorado, where it's an hour at best for anybody to come if they will come to help out so I

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think one of the and i've my my interpretation of it is, what can, if if somebody in the community calls because they're observing behavior that alarms them, they call the police? what other choices?

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What other thoughts should the police officer have Besides, Oh, i've got to take this person into custody that's what I that's what I want out of this one that there's got to be some other sort other choice.

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Think of other there's no crime committed this is the acting, We, strangely, is not a reason to take somebody into custody.

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Sorry is it within our scope to make recommendations to the Legislature for 200, you know, issues like this.

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Not necessarily for the training, but I know just a couple of years ago I heard one of the State Senators saying examining this problem, and he was, he said, You know we obviously can't get the resources to all the different communities you know around the state that we need But he was trying to get a Bill, through.

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That just 200 had the the local police forces report Who's in lockup that has meant issues or things like what what Chris just said.

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He's describing know just collect account then they can then take the next step.

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The say, how can we get more resources you know less than an hour away to certain communities.

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But I don't think it's a this commission's role.

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However, i'm i'm talking with some of the community advocates. I know we'll just take this dementia case is my example of ways that we could potentially change Colorado law this is the individual second one i've had in in custody this year with dementia the other one is his crime was the first

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degree, but jail still wasn't the place for him he didn't understand why he was in custody it didn't make any sense to use there, but because of his charges there's no end god's green to earth

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anyone' at all, and which made sense I get it I understand that. and I didn't even try for him because there was no point but changing working with the legislature legislature to change law in a lot of cases makes a lot of

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sense and it's outside our purview i'm just wondering if you make a recommendation that they look into it because I I think there's a They have a different count now, that when that Bill you know met its death.

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And committee a couple of years ago. So what are the Commissions part of a report that will be done by the Dol?

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So the Ul. gives a report every year. And the basically the status of the Commission will be included in that a year from now.

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So that would be the report that if You're that will be included with post report to the legislation that would be included in any kind of stuff that you're talking about.

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Recommendations for long-term stuff, otherwise it would have to be a separate driving force.

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They would make those recommendations directly to the legislation i'm happy to bring it up to you. know individual Director of State Senators, who, I think, might be favorable to it. I don't even think they were aware that there was a bill a couple of years ago 2

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100, and there's new people there that might be willing to take it up, and and I know how to contact sponsor.

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So maybe i'll just do that outside and just contact him and say, Hey, try again.

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Yeah, I think that would be different. that's different than saying it's just the Commission recommending it. I think that's kind of what?

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Okay, And and all of you have that same permission right to to do things.

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Oh, if it would take a different priority if the Commission said, Hey, be collecting this data would help all of us.

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But I think Chris just outlined by it's sort of outside our scope. but I would I would echo that, and looking at the bill that it is not included in the bill as far as the duties are the

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tasks of the Commission. However, one of the things that it is supposed to be reported back to the legislature is challenges the and so I don't know if that would have anything to do with challenges I just know that

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challenges are supposed to be part of what is reported back to the legislature.

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Changes to the implementation of the curriculum, and it is supposed to be done through that annual report that is authored by the Okay.

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So we are halfway more than halfway through the meeting, and we are on page what 20?

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8 of 6. See something here. 66 yeah but who's county so.

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And are we gonna continue in service? is not gonna get much time if we continue.

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I think the meat of what is covered in the basic after this we don't have a whole lot after get through special populations. Yes, I think that's true.

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A lot of things I agree. Well, let's plug along and just stop me when you're ready.

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So the safety nuts 7 in a practical application.

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The There was a lot of concern in the curriculum committee and there are several Academy directors curriculum committee about requiring a panel discussion.

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So the suggestion was, and the reason these are struck through rather than deleted is so.

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We still haven't there to continue discussing did you skip Number 9, did we?

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Well, I I think it's numbered differently which is number 9.

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You're muted again. i'm suffering today.

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Technology is being the best of me sorry you're on 9 so to go.

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Yeah. okay. So that was the change there, changing to to broaden it to a practical application which I believe in.

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The note says: Practical applications may include panel discussion, videos, written scenarios, a world place.

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So the word that I have a problem with and there is power dynamics, that was specifically requested by Jennifer right? and unfortunately she's not here anymore.

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On our call. But there is power dynamics in every law enforcement interaction.

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It's not unique, to the disability community there's a reason why they call law enforcement.

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The authorities, Right? Yeah. So I I have problems with that wording being in there.

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It's just we just need to leave it at the impact of a peace offer when interacting with a person with a disability.

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And there's a lot I think there's politics included in that phrase as well.

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Yes, there is. Yeah. There was a lot of discussion in our meeting last week about leaving impact in there, and it was It was fruitful because one we went to role, and then we went all around to come back to impact that It genuinely is an

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impact, not in the sense of using force, but that in a sense of command. Presence is the uniform.

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It's the weapon it's the vehicle it's it's the tone of authority. So that was an interesting conversation.

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I think that the Commission learned a lot last week. And so this was really a useful discussion.

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The committee. The committee learned a lot last week striking the last paragraph or class throughout reality based training.

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The student will interact. This is the way we had it before Jennifer's suggestion was the more detailed, more specific.

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Do we want to change those 5 things? We were them. It sounded like the answer to that was no earlier.

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But, like the 5 things I agree everybody else you add, can you, with cognitive disability?

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Can you add traumatic brain injury or just brain injury?

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Thank you. And then again, they 88 their obligations for effective communication and reasonable modifications, which I believe is what we added isn't that what we added at the top 300 yeah, communication do we want to strike this Then since we added it at the in number

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one. Yeah, yes, okay. And then the final thing is modeling after the marijuana course.

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They tactical whole casualty, care, course, and sfst course.

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Those all have instructor qualifications required. This has been a a discussion before in the subcommittee. I don't know about if we discussed it as a full commission.

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But do we, or at, or expect maybe maybe not required.

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But expect that an instructor for this class attends something.

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Some class created by the Commission. that's in the end service Bailey Wick, so that it'll prepare them for teaching us class. That's really an interesting comment can that be if that's a suggestion or can I guess we can't mandate

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it. Yes, ma'am We can't mandate it if we put it in here. we are mandating it and



it's not without precedent.

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It's just not in existence so it's an interesting issue.

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I don't think we should require that the instructor attended we can expect it.

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Suggest it. Can I have my feeling so? So this we have, we call it like a train, the trainer basically, and in our marijuana classes are done that way through posts So you have to be approved to teach the required curriculum in Marijuana

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law. and we went to that before I started working here, but it was. it's a newer method of doing that

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One of the I think, when that happened, there was an implementation period, because if a requirement is made for instructors to become almost like certified or approved through post, and it has to be done through post usually the you have to allow enough time for all of the instructors to attend the course you have to provide

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the course. you have to provide it statewide. You have to provide it different times.

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And so I believe we had to give a minimum of a year for that to occur where that could become problematic is that statutorily this needs to be implemented July, the first for academies.

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So this has to be taught after that what we've told all of our academies.

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Is any academy running or starting after July, the first has to implement this curriculum.

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They have to be certified in it, or they have to be approved to teach it.

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We could run into some issues where they don't have the ability to get certified because then you have to create a course right to teach them.

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So You've got to keep credit of course you've got to then provide the course you've got to provide it all over the State.

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And give fair opportunity for thirty-something academies with their instructors do that which would take a minimum of a year.

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So so I just want to throw it out There that it's not just like Oh, that sounds good.

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Let's do that. because it is in some ways. it's really good, because you have a standardized situation, and you are. you have a better handle on what's being taught and you definitely have a little more confidence in the instructors so it's.

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Not not bad thing at all. it's I mean there's a reason why we did it for sure

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I just want to be real conscious about making my decision. Yeah.

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Wrote that, so we could implement that for next year we would have at what what Kavanaugh was talking about in the original curriculum said, or I don't know. It might be even invent in a statue i'm not sure but I know there were some a

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few statutory dates for instructor training and difference situations.

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But we could put in here that a course the course would need to be completed by January of 2,023, or whatever.

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I think that's where you were kind of going with that 2 but I don't know that I was contemplating mandating it, or being a proof we're so what I I think what we were thinking is more

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like we're, trying to say don't get your use of force Guy to fill in on this class, because the regular instructor is gone, and what but that person has no foundation in in the topic, and so I don't i'm not sure that a class.

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Needs to be mandated. but you could say an instructor is expected to have 20 h of training in these issues, or to something like that that tends to be a better alternative with with requiring what experience skills that kind of thing they need to have in order to instruct the

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cores, and then, if you want to provide your own course to assist instructors in

training and teaching it, you're better.

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You get better participation and cooperation because people want to take it.

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They want to learn how to teach it honestly. it seems to me like that is normally the better option.

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From my perspective. more people tend to participate and participate enthusiastically versus I have to do this, so I'm gonna do. the bare minimum.

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Could is is the icat training? Oh, good source of this! Would that give them a good foundation in this class, or for this to teach this course?

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So Courtney, but Courtney and I both attended part of the icap, but not the entire thing in since Courtney was a cop for a very long time.

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Shooting. icat is a condensed version of cit. It's a pretty great we're going to get in there. You're not doing the full scenario. No 2 2 or 3 full days.

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Of scenarios with actors who are really really good at what they do.

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So I mean, I the folks that train icat and host get great great feedback, but it's not mandated. so there has to be.

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I think there's a buy-in process from both sides that more buy-in You get the just like kathy's talking about the more willing and exciting people are going to be about implementing these things So that's what the feedback we're getting from icat is it's

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actually picking up a lot of momentum because it's not mandated, and I know that's a tricky situation and tricky topic to discuss.

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But everybody wants icare, right now. and it's not a mandated training, but it really hits a lot of the topics that cit does, but in a much more direct, quick way which speaks to some law enforcement

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brains. Yes, indeed it does, Chris. and so I mean I I got the Ada.

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Americans of disability assertificate from the one of the Great Lakes.

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It's the great lakes ada center which is a great foundation in the Ada, but doesn't provide a lot of law enforcement. But it was that foundation that allowed me to build the law enforcement, when I when I go and

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read those things that I uploaded from the Department of Justice about it.

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That's when it builds that foundation for making that makes sense and being able to apply it. but it's it's not a hard certificate to get it's It takes some time just based on when they're offering the courses just like I train the trainer tried model but as

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Well, but it's one of those things that starts to build that for lack of our word at the moment credibility for the instructor.

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So the question for the moment I mean I didn't in any case Whatever we decide is it was going to be developed down the road. If there was a specific training going to be developed?

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We couldn't reference it here by name because it's not created yet.

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And so if if we want to continue with this here, we need to find a general enough statement to suggest to people that you need some background or some foundation without mandating something, or we leave it out for now, and put it in after we've

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developed something that we can specifically reference. I like that phrase. You just said, You know that they have some basic base in the content. Maybe there could be a caveat, and if an instructor doesn't have a particular base and some content they will

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seek resources for that information and insight like let's say Chris has expertise, and we just say 88, and they don't.

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Then they would seek out Chris. Chris. Chris is identified as an Ada expert from his training, or something like that that that might be helpful to for them to kind of own. But I I better learn more so here are some resources.

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I can go to just to learn more. Make it kind of intrinsic, motively, motivation for the instructor.

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Just some thoughts. What does everyone think about that this is jessica? That's kind of what we did on the in service committee, and the document that I a little bit late in uploading.

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But I did get uploaded yesterday that we had talked about suggestions for further enhancing the training, and in piece of that was just thing that in the in services at least, people with lived experience be included and if that is not at all possible, at a minimum, working

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with subject matter experts, and that's kind of the basis for some of the partnerships that I have established up here in northern Colorado. You know some of my law enforcement. partners.

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Know that they're not the experts and so they let us come in, and as the experts in idd and cognitive disability, so again, i'm not looking at wording of everything since i'm still sitting in my car

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but wondering if there's a way. we can kind of loop that idea into into the the basic curriculum.

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Well, the the last sentence of the note under this these outcomes says, any panel must include representatives of the disabled community.

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Is that kind of what you're getting at well it says and and more completely. it says, it's valuable to include role players with actual disabilities.

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We can. I can change that wording if that's not good wording.

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Do you want to know? The first thing I thought when I read that sentence it says panel must include representatives of the disabled community?

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Very, very first thing across my head is we'll have no panel discussions.

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Yes, if they're if we're gonna include the word must then they're not gonna do it. Should I give this?

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Are you suggesting should I I get the value don't get don't get me wrong.

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I'm i'm not arguing that there's not is going to make it so nobody does it.

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Well, i'm I think it became pretty clear during the discussions that I've had with various people that we're gonna have to provide more direction on how to do this in the guide or in the toolkit and who to call and things like that or it won't

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get done. Even people who I know happen to know because i've been in cit or set up cit training 2 for them in their area.

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I know they've got the resources They seem to act like Oh, my gosh!

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How would we do this I know you know exactly who to call don't pretend like you don't i'm just i'm thinking from my perspective, because I know i'll be asked to teach this for front ranges

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Academy and also our own Reserve Academy. so I will be creating this curriculum

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And so those are the kind of things that you know it crossed my mind as it end this over.

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That's exactly the kind of perspective we need to like i'm envisioning this class, and I do that with every course that we work on.

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How how would I teach this class? What would I do in this class?

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What do I want the students to do in this class that's really helpful to be realistic to be clear in what we're writing here?

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I like the wording that it is valuable to include you know people with disabilities, organizations, advocates.

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However, you want to word it, but it's valuable that that might be more helpful than saying must should 200 Could my other fight on this entire subject?

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In this class Is that reality or scenario-based training? If we're only going to do 8 h of it.

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We're gonna struggle scenario-based training takes it's time and resource intensive.

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Well, that's why it was changed to reality bait well, that's an interesting point.

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You bring up, because immediately think of full-blown scenarios when we say reality-based training. But that's.

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Why, I added here, practical. Well, we did change the yeah. Well, practical applications. We could make both of them practical applications rather than reality based training.

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But because reality based training is whatever is the real world application of whatever it is, you're teaching.

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So if it's report writing it's viewing an interview with a victim on a video and writing a report.

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So you don't have to have scenario set up to do that. that's still reality-based training.

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That's how that's done on the job so i'm just going to just have one day immediately.

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To that. Yes, I know. and so i'm thinking we need to change that to practical application as well do. do you think so?

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Yeah, I mean, i'd love to do role plays I mean I was actually just talking to one of our act instructors today about role playing out. You know.

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How would you put somebody in restraints that you know had physical disabilities?

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So i'm all for the reality based training i'm just thinking in in an eight-hour course trying to pull it off.

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Yes, yeah. and that's why we put in videos. 2 and written scenarios just for that reason cool.

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And we have great scenarios in the toolkit, too.

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Yeah, all your base training. so I mean they're they're definitely there.

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And you can do tabletop. Yes, walking through what you would do is almost as good as actually doing it.

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So i'm striking the blue text here and i'm striking Number 11.

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Here. And what do we want to do with the instructor qualifications?

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Do we want to table that because this can be revised in the fall when we look at and that's another discussion we can have later after today.

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But it can be revised again. So keep it or strike it I'm sorry I just have a question instructors that don't have base knowledge in a particular disability or area they would independently look for seek is that just something typically that a director would

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do, Chris, I know you mentioned earlier in this commission something about that i'm trying to remember Well, it was something something or surrounding maybe tangential about instructor qualifications and maybe if they don't know something mean and in the instructor versus Yeah, so I think I think where you're going is like, so when I did cognitive

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disab I didn't teach it I found folks in the community, and I call it lending each other our credibility.

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So when they come into our agency i've lent them my credibility.

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The folks in my agency know that i've i've vetted them and worked with them, and we've we've had long conversations and collaborations together before they' but then, they lend me their credibility

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in, you know, hey? coming in and giving this course and teaching it to the deputies, because we know it.

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I'm not an expert in it. is that what you mean Yeah, just just what's the accountability to teaching the material the way we are intending it to be.

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I think it's gonna be really difficult between now. and July first be difficult to pull off instructor qualifications.

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Beyond that i'm a huge fan of the training trainer type model going forward, and it's just what the timeframe and legislature gave us I don't know that it's feasible to require

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qualifications, and we make it should now, and amend it in the fall to must That will encourage mit Ctl and all the trainers to be getting the training over the next year, seeing it coming and then once a requirement next year.

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You. That was a good idea. I changed the wording to this course should be instructed by persons with a foundation and issues regarding the disability community.

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I mean that's about as generic as you can get, I mean, really. but at least it puts it on the radar.

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I mean I would love to be the one. that creates the this whole train the trainer model for this. I mean this: i'll put 2 down for that.

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That's awesome, and it it absolutely would include more than just me. I wouldn't get up there and talk to them, for you know 20 h about what I know.

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It would be 20 h of people. This gives you a year to set that up the way you write. So Kathy and Carney, how much are you guys going to pay me for this?

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How much is post paying you're so funny a funny man Okay, So to move on, I changed it.

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Well, I just read what I wrote and then the note still well, the note says practical applications that sentences the same. and then I took Erica's suggestion.

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I think, and it says, and to include representatives of the disabled commit community.

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Yeah, I don't know about the phrase actual disabilities, but I know that you know Oh, it just doesn't sound right.

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But lilith ts Well, that's Why, you said somebody said that that's nice. that's better yeah, that's actually in the other suggestion.

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Document was lived. Experience? Yeah, that would give you a little flexibility of like family members that understand it.

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But . don't have the risk yeah yeah that's Good! That's good.

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My autistic child Very well, and the right circumst.

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So the last piece of this of a service animals the law law review article that was really good. Jennifer added.

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All of that after I didn't make it blue but she added.

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A bunch of stuff. And where are you at now? at the end of special interacting with special populations?

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The personally source material resource, she's she it says Jennifer.

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I will put resources in the toolkit under different topics what she's doing.

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She has come up with some pretty good resources. I haven't read them all, but I'm assuming somebody is so I think most of this is beyond the scope of this class as you've pointed out we've only got 8

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hours, which is 6 more than we had before. So okay, so moving on to interacting with this used to be called risk assessment response. Nobody in cit that. I talked to liked that title.

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So this was the recommendation of some of that group to change it.

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This is mostly about mental health, mental illness, not disabilities, although there can be co-occurring.

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I guess things that we should be. Take note of number 2 in this one is where it goes back to what we talked about earlier.

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That mental health, crisis or disability is not criminal that in itself.

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It's not criminal, and nature and especially based on what you just said about your inmate Chris I'd love to make sure that this makes sense so both of the inmates that I've had this last year that had Dementia

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both got charged with crimes It's it's not that they didn't do it.

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Right Well, but this the idea here is to do don't let the jail be your default.

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Housing solution for a person with mental illness I guess the better way of what we're going for. to say is don't don't try and figure out a crime so you can take them in So don't try and has that made that make

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sense. Please share that again, Chris. it was breaking up for me I didn't understand what you meant right where I want to see how you said it was good.

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How to see exactly what you said it. was just weird digital I mean we don't want to be making up crimes or doing our best to figure you know, figuring out what the crime is So we I guess is where i'm trying to go with

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that, and I did the way that I stated here though is very good.

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They'll recognize that in itself. that medal crisis. is not criminal nature. as long as there there were you know like you said, no criminal actions taken. there was no actual crime. And This is Yeah, and it I mean I think it's great to put it in there and I can tell you for

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a officers and deputies do at every call, everything.

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Yeah, I think about what some of our i'm from like there's not a really good way to put this some of our most trying inmates, the ones that are the hardest for us to manage are in custody for they

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have good charges. most of them I mean they're not they're not in jail because of something petty exactly.

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Yeah, I mean that's what that was my specialty for 8 years was working with mentally ill and 2 behavior management issues.

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So I mean they're definitely there. for a reason yeah they're going to jails legitimate, even if jail felt the best place for him. right?

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So we're good with that one we like the word again.

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Okay, it's good So one of the things that Jennifer had made had made a note about it an earlier version in Number 3, the word contain and that was discussed at length in the curriculum committee

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because the intention here is not a physical restraint it's to try to move the person who is in crisis, and having difficulties away from the stimuli that might be causing that, or contributing to that so it was meaningful

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to the police members of the group that it's not a use of force.

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But I want to make sure. Yeah, it's good I agree? should should you consider adding a phrase, this student? Well, to move the individual in crisis to a safer location.

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Is that what you're wanting here as Well, Well, that's why we said for their own safety.

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Sometimes you can't move them. very far yeah you might be just kind kind of putting yourself in between them and the people that set them off actually containing, I think, yeah, it's pretty reasonable for us to understand the contained aspect of a containment it's not necessarily that we

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support. Okay, Okay, And then in a practical application using global and nonverbal de-escalation skills. Because I think the nonverbal is really important. I think

the original word was kinetic.

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One, but they were like That's probably not as clear to a place audience as nonverbals.

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But yeah, putting your hand on your gun and stuff like that it's, probably not a good non verbal in that. So I have a small problem with calling it de-escalation skills or techniques techniques was taken

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out at least in my head. i've come to a real conclusion that de-escalation is not a technique.

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It's some sense of outcomes and outcome that outcome will can only be chosen by one person. and that's the person in crisis.

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It's it's we can try all day long and everything we've ever been taught everything we've ever been told the end of the day that be escalation choice is still one person at one person's only so calling it a technique or

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a skill is becoming harder and harder in my head Well, Aren't we getting philosophical,

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that's my opinion. but I think for the term anti-escalation.

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Just remember that this is required in 2431 3 15 and it's part of the law enforcement certification every 5 years, 3 15. Well, no, I I don't have a problem with the word de-escalation it's calling it a skill or

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a you know. technique like you know a physical therapist uses a technique.

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With an expected outcome I don't know that there again it's we have one person's choices, or whether they're gonna dsplate or not.

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But there are people with disabilities that don't have that choice because of their disability.

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Let's say for a frontal lobe traumatic brain injury and the inability to be able to control.

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Given that structural damage They don't have that choice because they're not wired that way.

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So i'm just arguing a little bit back here and Hopefully, that's where we'll be able to educate and utilize that toolkit for that recognition. and go from there.

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I mean their diet is skills and techniques that lead to de-escalation. Right?

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I just I don't like what it implies for the officer that the officer is going to be able to de-escalate every situation, because they have the skills and the techniques to do it and that's the question that is why is in my

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mind that's a good point because that's sometimes when we've used our skills and techniques and they didn't get the outcome.

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We wanted that's when we go to escalation ourselves wanting to put somebody under arrest.

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But I don't know I mean I need a better word.

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Well, Let's change it. What if you say we'll apply like verbal and nonverbal strategies that leads like Josh said that would lead to the outcome of de-escalation or something like that is that

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better. It may be an option but it's definitely going to have to be trained on because we are trained in de-escalation skills or de-escalation techniques.

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So if we do, you know verbal, a nonverbal?

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Yeah, I just think, I think that it's reasonable in this application.

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Okay, Well, all we need to do really is strike de-escalation skills.

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So apply verbal and nonverbal strategies when responding to a person in crisis that may allow for the de-escalation of emotion.

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And I think that wasn't josh is forwarding to start with anyway. wasn't it dry it's pretty close, you know. we we want to tie them together. you know my my goal is to you know have all the first

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responders proactive and not defensive you know I think we're on the same page that you know anyone who's had to call the police for their own defense. like someone who shows up in control and in charge you know if you're on the other side you you hope

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for someone who you can communicate with but you know I you know Officer Safety has to be paramount as well.

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So this, this, these are just part of the toolkit So it's tracking de-escalation skills.

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Does that? sure? Yeah. And if we still try you know to put like what the way you first phrased it you know with the goal of de-escalation, you possible strategies is a good word.

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I like it. It It conveys that there's things that We've been taught that are you know ways that can help a situation de escalate without the expectations that techniques at least in my mind apply are

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implies. Well, I think it also, when you say strategies that may allow for de-escalation of emotion, you also are saying on the flip side. You can do and say things that will escalate emotion.

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So don't do those things you May have a little more control over the outcome than you think.

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If you're actually trying to amp somebody else I kind of watched plenty of situations where I can be successful, it's not gonna help, and that's not gonna help just go somewhere else.

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Okay, So Chris said. That was probably the bulk of everything, every every other part of it.

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I believe we've looked at jennifer added one other thing in problem solving. but I think she's basically saying the same thing as number 4, just more more realistic

reality based.

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But still, does anybody object to striking that one? So where are you at now?

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Problem-based learning, I mean all right problem solving and current prevention.

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Page 32, So i'm 32 It was still in Section hey?

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Community policing Number 5, and it says: student will recognize the enforcement that enforcement action is not always necessary.

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A beneficial self community problem. hey? that made me chuckle? Because if that's true which I don't disagree with the statement in general.

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But why are we calling law enforcement good point i've wondered that many times? because there's 2 alternatives. Why am I here? No people are calling law enforcement?

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Because our system is broken, and there's no alternatives so that that point actually brings up something.

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We talked about a long time ago today that the officers are supposed to, you know, be able to know about optional community resources and other things that they can do.

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Yeah, as you just well. now, this is a generic ourselves.

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This is more community policing I mean it's specifically community policing.

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So we're not always talking about advocacy groups. We might be talking about road bridge or public works, or something like that wastewater who knows?

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Okay. So in the interest of time I'm going to stop, step in on the interest of time, because please do have 8 min left. so we have a couple things we need to address in the next 8 min.

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I would like to talk about jennifer's resignation.



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Just to give you guys some context of that, and more And along the kind of seam lines about what what the timeline is before the 20 eighth, which is when the recommendation is due.

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I spoke to a couple of people on the commission earlier today, or I spoke to Shannon and Chris about what the presentation will look like to the post board.

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So I just want to make sure everybody's on the same page about that 250.

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So. first of all, Jennifer has resigned from the Commission.

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I will, would encourage you guys to reach out on your own to her so she can, you know, share what information that she would like to share. I'm not going to get into details.

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But I would encourage you guys to reach out to her she's not feeling very supported by the disability community right now.

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And is concerned about what mit ctl and those relationships how those relationships would affect the Commission. So that's why she's choosing to res after this.

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Do you guys want to talk about your meeting schedule?

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And then we can chat about what the kind of final product looks like and what the board meeting is gonna look like.

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Yeah, we need to figure out we're doing meeting wise I personally, don't feel that this needs any more.

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Oh, work, because, like everything else that, except for one thing that Jennifer added on page 38 is something we've seen before. You've all got it.

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If you would just send an email to Courtney with any wording adjustments, I think in the interest of time, that would be the best thing.

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I I hope anything left is minor and with the caveat that we can revisit it in the

fall.

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So I don't think the basic subcommittee Academy subcommittee needs to meet separately again.

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If that's helpful, I will defer to the rest of the group, though. Well, Chris, or josh me and Josh get to decide that I guess I think we've all kind of got us consensus where we're

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at. So just to clarify janet this is jill and i'm fine tooth to thing it so are the things that you have in red the things that I mean is that what you're suggesting and that that's what's going

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to stay in red as i'm reading through it again that that's the proposed to stay in red but in order in any time we've submitted a curriculum to post for review by the board the additions are

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in red, and anything we've deleted a strike through right. And so that's the way that started. But then, when Jennifer had additional that I got this morning, I added it in blue right so what's in red is

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the both from the curriculum committees revision from last Thursday and from the Commission. Okay, The subcommittees revisions.

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Okay, Okay, thank you. Okay, So i'm hearing that subcommittee doesn't need to meet separately. How does in service in service.

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Do you want to. So you guys I don't know about meeting for the in-service committee I uploaded. I don't know if you guys saw that today I titled at 216 that is kind of everything that has compacted

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together. I think we really need to discuss the document that Jessica did

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That's really important. but I think that should be a commission discussion, and then I i'm just so glad you're feeling better, Erica, and your family's feeling better and I know that we haven't had an opportunity to really go

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through some of the suggested edited editing suggested editing for your learning outcomes. I think that would be important to discuss in a meeting.

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But again, I think that needs to be the the whole Commission and Then also the mission statement.

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So I know that you plan on waiting I and i'm quite promised to do a draft this week.

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It's just not been the right time for me right right No, and we understand that. But I just wanted to touch base with you and with everyone.

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And I think those are the important things that we really need to cover, unless you see something egregious in what was posted earlier.

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What was uploaded for the death blind in that packet.

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So if you guys could just review that and give Courtney your suggestion that would be helpful.

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I took all of your suggestions. chris and I added those , the suggestions. Yeah. right. So since today's meeting is focused on academy curriculum as a whole commission So our basic academy curriculum the next week. we'll be focused on in service and fine-tuning that

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and then next week I will update you on kind of what the what the plan is for the post Board meeting and the presentation to the Board.

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2. does that sound good? So same time set place next Wednesday one that's perfect.

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Okay, so real quick before we go I it's very in the very beginning, about minutes and improving minutes from the last meetings.

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We need to do that real quick it's Chris so if you guys had motion to approve motion.

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So second second, they were hi! We still have enough for the corner.

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It was Shannon who motioned and josh she second on.

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We don't have enough anymore. Oh, to be there well Jennifer.

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Yeah, jennifer's gone how many do we have now there's 8 of 7 been total on the I know there's 8 on the call because there's jessica she's way down Oh, jessica's

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on Cathy here, too. Yeah. So Jeff Jessica can vote from the phone 9.

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I Gotcha. Well, she she counts even if she doesn't say anything, she said.

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I Okay, thank you. i'm doing that chris we have an approval for those.

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Okay, Well, 1 min early, , unbelievable I think it's a great discussion on the basic so that we can, all this being that consensus about what that final product is So i'm glad we had it even if I took the entire

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meeting. Sorry Shannon we'll get in service. Oh, no, it's all right.