

WEBVTT

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Hi everyone.

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Hello.

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Getting the whole group back together again.

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We have six of us so far so we'll give it a few more.

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How's everybody doing.

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Oh.

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Chris Your face is like big sigh of side before you answer that. I'm exhausted.

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You are in Boulder.

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I'm not today. I did Monday.

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That was a 15 hour day. Yeah, we're running long shifts. So,

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it just because there's not enough people to help so there make, you know, I know in the PDFs to go to 12 hour shifts it was because there were enough people to cover.

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I don't, I don't know if that center it's just, it's easier to coordinate because there's much just to figure out. Yeah.

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But it makes it harder to be able to volunteer to help this.

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I gotta commit to a 15 or 16 hour day. Yeah, that's a long, long shift. You know, as it relates to this group. We've been doing a lot of work with recovery from a disability standpoint and recovery efforts and so we've really mobilize really fast starting

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Friday night so as far as trying to get people with the things that they need and where they need to be placed and all of that with as far as an access functional needs and so it's been it's been busy for the ark chapters, especially on the front range

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so

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that's good. It's all good. I mean everybody's working so hard and this is when crisis happens you really see the best in people. I suppose you see some of the worst but

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simultaneously when those fires were going when they just started up in Glenwood Springs we had a double homicide which you probably somebody about my husband was first responder on scene on that one and none of that neither one of the children were had

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disabilities but there were a few that witness that have and so we've been trying to emotionally support them when they were when they witnessed all of it and, again, you know, interviewing and things like that so it's it's just interesting how it all

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ripples together. So, yeah, it was not a great week was a really a bang up end of the year, so.

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Wow.

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Hello, being inside the fires on on Monday, like actually in

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Being inside the fire zone on Monday, like actually in

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Louisville and in superior a little bit but mostly in Lewiston, almost everybody I encountered even when I had to tell them no with the internet and tell me Well, I'm glad you're here though.

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Most people are pretty polite, I only had one guy that I might a little bit of my sarcasm came out with him because he was being dumb but other than that, it was pretty good.

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most everybody that I encountered was

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happy we're there.

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Well good we appreciate everybody attending I know it's been kind of a rough start to, I guess, a bit of an unexpected ending. We do have quite a bit of people in

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public attendees, and I also neglected to put on the agenda that you'll need to approve minutes from December 8 I did send minutes out for I forgot to put that on the agenda.

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So that will have to happen Chris and I, my feeling or of like everybody else has going through the coven. And I have a pretty rough case of it so I may step out Kathy's on today, if I need to step out.

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But I'll be taking minutes and we'll try to get everything squared away.

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For that, you know, I think every house is going through that right now who has kids. So, um, but Kathy's here for that. And I think updates, just really quick before we get started.

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We have received a number of applications for those and so those will be appointed by the AG, you know as soon as his schedule allows for that to happen and then that those announcements will be made.

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As soon as we can.

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Cathy's out the only thing we had was just the thing that was just, It were those in terms of our updates.

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Yeah, and that's how I can think of right now, and I was unable to make the last subcommittee subcommittee meetings because I was out of town but I assume today, everyone will be updating and coming back together to figure out how you're going to proceed

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so.

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Okay, Chris, you can take it away I know the minute

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he gets the agenda on the right spot.

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So I guess we're called the order at 1:04pm.

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I will do a quick roll call and unfortunately my list of everybody who I need to call is not in front of me.

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I can do you have anybody if it would help I can see everybody on the list the panelists list. Now the great that help. Yeah.

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Well, Chris you're here Chris Cooley.

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Josh Snyder,

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I see.

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Daniel bright, welcome back with Mr UX.

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Thanks for all your work on the line of duty, passing We appreciate all your work there.

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I know you worked hard on that.

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Janet Larson here.

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She'll pin COC as it. Shannon Laughlin.

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Yeah.

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Chief Gordon, everybody.

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Dr little shut all here.

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And who am I missing I think that's Robert just here just a second, Lisa. It's not her name. Yeah, I don't see her on here anymore.

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You know sometimes she has. She has really glitchy connection,

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She's, uh, she's on the.

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Yeah, I'm going to have her go to public and I'll promote her.

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So stand by for her. but I got everybody.

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So we have public comment. I'm Courtney if you can take care of that.

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Yes, I'm going to get to Jennifer really quick to have her join as a public member and then I will address each of the public.

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Others is when we have our living room.

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Okay, Jennifer if you can hear us I just moved you up to a panelist, So, there

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should be moved over shortly.

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That's the year.

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Okay, cool.

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I'm Jennifer I think the only thing you miss was just an update on the open positions that we have on the commission. We've had a number of applications and so those will be appointed by the ag as soon as his schedule allows.

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And that was the only update and then the meeting was called to order I'm at 104. And we have a number of public attendees so I'm going to address them, give them their opportunity to speak and then everything will start just update you have a real quick

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question for you on the website doesn't say that new applications are being

accepted through January 31 I thought I should have said December 31 should have just been a two week time frame and if that was a mistake, that was.

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Yeah, if we did that that would put that person in a pretty big bind it actually says applications are due by January 31 2021.

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Oh well.

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There we go, we will fix that and we will fix that as soon as we can get that updated Thanks for pointing that out.

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Okay, I'm going to go to.

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So for each of the public members on here I'm going to allow you to talk and ask you a public comment or chat function is turned off today unless you're a panelist, so you will I can't ask you to chat through that.

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So I'm a Adalynn is on here.

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And when if you can let us know if you have public comment.

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And I'm sorry if I'm mispronouncing your name.

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No, I don't not at the moment.

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Okay, thank you.

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Caitlin I'm going to chat with you.

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Hi, I'm Caitlin Loney from Association for Community Living, I don't have any comments today. This is the first I've learned about this committee so I'm here to learn and happy to notice Jesus, thank you.

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Thank you, Caitlin.

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Connie.

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Connie Chavez I'm from the independent center, I do emergency preparedness training. This is my first jump into the meeting so just want to sit back and learn as well.

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Thank you.

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Coral

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coral Causeway with the Alzheimer's Association and I don't have any public comment today. Thank you. Thank you,

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Linda.

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Thank you Linda.

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Mark Simon,

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that go through Yeah, I have no comment at this time.

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Thank you, sir.

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And then I have the ARCA Colorado on here so I'm not sure who's on

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Hi it's Jennifer 11, I'm the Director of Public Policy at the arc of Colorado and I do not have comment today.

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Okay, thank you. It's great to have so much public on today's meeting.

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Okay, that's it

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for public comment.

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So then Janet, do you are, take it away with waiting two minutes for sorry, and did anybody have any revisions they want to make to the minutes from December eight.

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Anybody have any revisions they want to make to the minutes from December eight. I'm seeing done, none Does somebody want to motion for approval of

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the second and Shannon.

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And then all in favor if you would raise your hand.

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Looks unanimous.

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Joe Joe with the first and Shannon with the second way so everybody's hands.

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Okay, thank you.

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Alright, cool, and then Janet, do you want to take it over.

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I do not want to take it over. I think you're doing a great job. but I will talk. Okay.

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So our committee met.

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I think we met three times I did not keep track of that in my mind here today. But I think we did a remarkable job, I think the group was fantastic.

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We got through the entire curriculum, which is amazing, because those 56 different courses with multiple parts in the, the statutes.

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so it's a lot of material to get through.

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I feel like everybody was on target with the comments, and the discussion, because we were a small group, it was really nice to just freely discuss we didn't do raising of hands and mutes and things like that.

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So I sent out a document called summary of changes to the basic Academy curriculum that I had hoped for the subcommittee to add to and I think we still will.



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I think we still should, because I want it to represent everything that we all kind of saw as our mission here but.

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So, we made the changes that you see in red are a compilation of those suggested by people who are not on the subcommittee. The yellow is Joe peg Cox, highlighting, which I preserve job because you went through a lot of stuff to look at that.

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And we added outcomes, and several different classes. We still need to work on time required hours. I don't believe that most of the changes or additions we made will add hours.

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I do think that interaction with special populations needs to be longer verbal communications needs to be longer. Those are the specific most targeted topics that meet this conditions charge so I do think those will be longer.

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Charged so I do think those will be longer. Dan bright suggested wisely. I might say to cut hazardous materials because we don't really need four hours for it.

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And, and biohazard, we don't need four hours on bio hasn't either so I think there's plenty of room for adjusting the current hours to stay within the 378.

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I need a discussion with Catherine and bow on adding hours. I've talked to a couple of Community College Academy directors about how many hours they really have literally have in a semester.

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To see if there's any wiggle room at all. And I think there could be, but I'm not going to make that decision, one sided decision there. So, I don't know if you really want us to go through every topic I don't, I don't think that's good use the Commission's

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time, but I did put what I felt was a summary of our discussion and our approach at the top that we wanted to make sure that every class that were it was relevant.

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So, for instance there's some tactical classes where it's not discussion oriented it is how tactics for handling a critical incident. That's probably not an area that needs a discussion, or an additional outcome about disability.

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However, there are some that do, and we wanted to make the disability.

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Create context for all of the additional outcomes from the beginning of the Academy, so that we, what we hope is that instructors will see what we've added and do some research which we need to add, we need to add source material and incorporate issues

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of the disability community in their discussions in their scenarios and our role plays, whether it's an additional explanation of disability, or at least to make sure that your awareness stays there throughout the Academy.

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So, you know we we've tried and I think with varying degrees of success to raise awareness about racial issues and things like that. The same thing, we hope will be done with these issues about disability.

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She or Chris or Jennifer.

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Josh, do you want to add anything. This was very much a team effort and I don't want to speak for just, just myself here.

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I think you've summarized it great.

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Well thanks guys.

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I want to thank Chris Smith forgiving me a great team.

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That was great.

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If it was a lot of redraw.

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Good. It was good.

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Well hopefully my draw for tonight is just as successful then, oh geez.

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There's money I hope so too.

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Right.

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This is Jill I have a question for you. What, if anything, did you find what did you find that there was discussion back and forth on anything in particular like Was there anything that you had to really massage together specifically, or was it just all

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seamless as it appears on paper, or was there more just was where was that, where if there was any was there a place where you needed to go back and forth and back and forth a little bit.

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Um, well I feel like, you know, like Janet said I think they estimates work, and, you know, I'm just constantly nagging by

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laughing that you know as far as the people with disabilities I know the model really is to always ask people with disabilities first what their needs are and Model Model training and model their, their, their questions first.

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And I understand that officers and, and first responders have their needs and I would hope that anything that we do would would take both of those priorities into account equally.

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So I still feel like this is preliminary from my vantage point, but I really appreciate all of the time.

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And, and all the thoughtfulness that was put into it. I don't think that answers your question but

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general Jennifer did a great job of bringing to us questions that probably weren't sometimes her questions and, and from her own experience and from also from the experience of people she's talked to you.

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There were, I think a lot of what she brought to us was situations that we may not in the law, law enforcement group may not have encountered or may not have thought of through the lens that she discussed discuss so that was huge, you know just things

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like the one we had a little bit of discussion about housing service animals

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wrest control for in protest with disabled persons, things like that.

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And I don't, I would not say it like she said it's not finished by any means because we have to have in this curriculum, we have to have

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pretty evidence based material.

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It can't just be one person story.

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But I think one person's story, brings up a context that police officers need to grapple with.

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So we need the Association, the organizations who have done research that we hope to use as source material.

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We need that. And we need the instructors to talk to read it and to factor it into their, their instruction, but we also need the anecdotal stories that create the context for a scenario.

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If we don't have those, then we don't, we're just making shit up, and we don't need to do that, there's, there's no need to do that. So,

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I don't know that we grappled heavily over anything.

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I know, I felt like we came to consensus pretty quickly Chris or chief.

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I don't know, I can't think of anything we struggled with twice and we were good Motley Crue, we discussed a lot of stuff and discussed at length at times but it was no debate there's no real disagreement or debate about it was just, it was more more

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way to put things, the biggest discussion Joel was where to put things and where they fit best, not just throw it up the wall and see what sticks it was where to place things within the curriculum and within the lesson plans, that was the biggest debate

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throughout the whole thing because we would get to another topic and then we'll go back and grab something from above and put it in there below or leave it in both places or anything like that.

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Yeah, by the way. No pressure. This is no pressure because on our first commit subcommittee meeting we were told to just how beautifully you all were working together and.

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And so, yeah, no pressure, no pressure for the, for the in service subcommittee or anything, but we were told us, same thing about you. Oh good. Okay, good.

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Now we understand the tactic okay got it got it got it. I talked to both of you are equally, give me a little credit, I make sure everybody's feeling good about themselves.

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We all thought we were the favorite child.

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That's all I have. But, questions, please ask.

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Cool. All right, I mean I read through a little bit of the send the attachment to the email.

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It was skimming it most it looked like great stuff so appreciate your guys's work on that.

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I'm Shannon Do you want to take it away for the Service Committee.

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Again, I'm not taking over. I said, take it away.

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And honestly you guys I can mirror exactly what Janet said and like Chris said, I mean we worked well together as a subcommittee.

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It was interesting because we felt like we pretty much started from the ground.

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And we've tried to work up. We didn't really have a basis so I think that we have come leaps and bounds, honestly.

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Overall has the first thing I wanted to cover with what we did was we talked about performance objectives.

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All of you had an opportunity to look in the shared files. Under the in service subcommittee file.

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Is there anyone who has not seen that.

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Okay, if you haven't, please if you have the ability to go ahead and pull it up.

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I would like to just quickly.

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We have our master, and then under Master, we have our learning objectives dropped.

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And this, again, is for it in service training plan up again one moment here.

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So these are some core performance objectives that we worked on, Erica, everyone. Honestly, I think a great input was so good. And Jennifer was available to attend one of our meetings as well and thank you for your help with that.

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But this document here in master outcomes, it's the job. There are four core learning objectives.

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And I think what I would like your feedback. First off, on these learning, learning objectives that we currently came up with and Erica really put them together nicely with what everyone input was.

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But I do believe that we have the ability to definitely develop more. And we were kind of waiting for today to come back together with the entire commission to see what your thoughts were about other performance objectives that could be added.

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So what I would like to ask Is everyone go ahead and create a performance objective that you think would be pertinent in service under a certain topic, financially, and then submit it to Courtney, in the shared file, and then we'll have the ability to

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review it and kind of put it together with that.

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To begin with, do you guys have any questions about the performance objectives.

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Shannon Would it be possible to share your screen so people that are in the audience could see them to.

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I'll see how I can do that, I have three screens today because it's such a challenge with one middle one. Okay.

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And if I may add as you're doing that, we uploaded the Bloom's Taxonomy which gives you active verbs to help generate performance outcomes or learning outcomes and those active verbs should be strongly considered so that you know we we can really hone

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in on what we're actually wanting to do and I think that the drafts.

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We can still develop those. So maybe to consider some of the verbs or what is it we really want to do and to really kind of get into the weeds with those learning outcomes.

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So any feedback is welcomed.

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Yes. are you guys able to see that now.

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Master outcomes draft.

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Shannon.

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I can see it I don't know if anybody else can but i i think if i can everybody can.

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Okay.

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Well, but that's basically where we started and and just like Eric said, and again any feedback we are certainly looking for.

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We wanted to have certain verbiage in these and I think that's important the invisible disabilities needs to be included. And the other.

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I don't know, we have that.

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I think we wanted to add, you know, disabilities, and then definitely have invisible disabilities as a part of it so that is a kind of another layer that we would like first responders to be trained on.

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There's a physical clear disability like disability in general but also the invisible ones.

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With regard to just identification can be a lot more challenging.

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Alright, so if you guys can just kind of give your thoughts about that, and you don't have to do it right now you can certainly read through these and think about it.

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But I do think we could develop a few more related to the subject matter.

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And that's, again for the in service topic.

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Um.

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With that, I wanted to ask if you all have the ability to look at the toolkit that has been put together. Let's see, I'm going to stop sharing that but it's much easier.

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As everyone had the ability to look at the toolkit.

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I, wonderful, so let's go to the toolkit items here.

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So each one of these topics here, we basically decided that it needs to be included in Service Group.

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So we have four gone, trying to determine an amount of time for this training, this point, we think it's important to actually develop the curriculum get it all together.

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And then after that we'll have the ability to determine a time for this training.

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So these are all topics, and great resources you see Jennifer Gill, everyone has had never. They have been able to upload a lot of resources for that tool kit.

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And a lot of these it's quite amazing.

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Let's go to definitely sources for example,

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uploading.

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I like that we have reference sheets for a lot of these

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that some power control will just for example, and I'll share that, just so you can see what I'm looking at.

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I believe that the resources and these documents that are in here are just very valuable for agencies and makes it the quick reference guide we want to be able to keep them available Chris had mentioned my for his in service training he leaves a stack

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of resources like this for his deputies to pick up.

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And I think that is something that we should include under each of these subcategories that we would be covering in the curriculum. Is that correct you guys from my committee that's kind of what we discussed, please if you have them put jump in there.

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But the way the toolkits broken out is there are specific disabilities that we've already created files for so there are pamphlets that we can't necessarily use as a link so there, there's that folder for pamphlets and then we have the master toolkit.

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a Word document with links with different categories. So that's the way we started organizing it, if there's a different way that's maybe more user friendly let us let us know but at least this way, everyone can drop any pamphlets into any category, they

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want to or ask

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may be coordinated create a new folder for a new, different category, so that I just wanted to mention that.

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Um, so, With that, with everything that was in the toolkit.

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I was going to make the suggestion since we're all back together now.

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If, at some point, each one of us could take a topic from the tool.

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And, of course, Jennifer I want you to be to be closely aware of what the topics are that we're talking about, I guess, make sure that we're not missing something for an in service type of training, but if each one of us could potentially take one of

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those topics and develop a curriculum for, regardless of the length of time if you have a 10 page curriculum. I think we could go through that and and whittle it down to the most important parts.

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But I think all of us just have in this together finally have an idea of where to go and what direction to go in and click Add tag team.

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National Development I think it would help a lot.

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And then, Janet, and it's going to ask you for the final overdo this to give us an idea.

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In the beginning of our meetings, I learned that there were individuals who were not very familiar with a typical lesson plan layout or a to the lesson plan development so we included a sample lesson plan.

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Just so everyone can understand, you know the purpose of each of the topics and where you would put content of curriculum and unstructured Notes and references and that type of thing.

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So hopefully at this, this point everyone's familiar with that lesson plan Leyland, and then go ahead and say Jenny, whereas that one in there, which folder.

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I need to find me one moment here.

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resourcing.

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What are you looking for I have it. I also have the file share up

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his money I know you guys have been adding to that.

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It was just, you guys recall from my subcommittee where there was just a simple for lesson plans.

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I'm saying for lesson plans. Yes.

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Yep, so it's in if you just click on basic Academy subcommittee.

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The lesson.

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No I created a folder, but there's nothing in there.

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Let me add them.

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Courtney Do you have the lesson plan template that we use for the Academy. Yeah, I thought they had been added by somebody to the folder but either way I'll just email them out to everybody on the commission now and I'll add them to the folder myself.

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I thought they've been added by somebody but totally fine.

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mind says got file upload, you can't get there.

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Yeah, just means it's empty.

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Oh, I think that there would be.

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Find it for sure.

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Yes, ma'am. Janet Did you still have a question,

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not a question, comment,

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though.

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So, I teach instructional methodology class so that's. This is where this is coming from the.

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I know there's a lot of sort of interchangeability with objectives and outcomes.

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What you all wrote, is what we would consider in the curriculum to be outcomes and objective has a condition of performance in a standard.

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The reason that might be important, is when you write a lesson plan. The condition tells the instructor. What activities or teaching methods, they should be using to teach the class.

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And so when you start to write a lesson plan, and I'm not saying you need to change any of these but be aware that if you just create a PowerPoint, you're creating a lecture, and that there is nothing that it's a, you cannot make a silk purse, out of

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that sow's ear.

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It's not going to engage the students, unless you have some videos in it or they have to discuss some discussion questions some role play scenarios.

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Pick photographs, I don't know, lots of war stories even.

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But you have to build in that piece in your lesson plans.

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And I think that is where I was looking for input or not I our subcommittee was looking for input from everyone because the scenario based aspect of it.

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Those will definitely be different performance objectives and learning outcomes.

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The goal, even for scenario based type training is going to be different than our overall general.

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Um, I, I completely agree with you, and I want to go back to the resources in that toolkit There are numerous amounts of videos, and just wonderful.

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pertinent resources for deliverance. And I think that we need to really review that it will take a topic each one of us we delve into it, we understand it.

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We get to know it and then we develop a curriculum which all of us will review together, but please include the videos the war stories, any of those items because you're right, I certainly do not want that, you know, four to six hour lecture, because

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it's not, it's not productive on

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Christmas, went on site, Jennifer, hold on Christmas I'm Jennifer.

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So is this a good time for me to turn on the Jennifer nagging and ask if we can start reaching out to people who have already created some of this and see if that would be a good segue.

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And I think that's what we have done in a lot of aspects that's what is listed in that toolkit. And a lot of the resources that you included in there are from the individuals who develop the curriculum.

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So, you before we move on to Chris is there. Are there more thoughts from you guys about that aspect of it.

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I think if we really look into it, they're already there. And it's fun, the people who develop cooking. And then we also discuss about including national curriculum that's already been vetted.

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That would be really helpful. So, for instance, like with regard to the autism I found the CDC actually has a really decent curriculum and everyone knows what CDC is.

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So to at least consider that you know and there may be other curriculums that other smaller organizations have created but to look at national curriculum It's already in existence and then maybe add some more tools that would help kind of round out that

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curriculum.

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So in part of our things the way we tried to organize this was with outcomes what we want people to, to know and understand at the end of the day, and how we got there is going to be different.

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You take a small agency out in the boondocks who doesn't have the resources or the time and they want to use this toolkit items to get their folks, the training and that's available, but then you take another agency, you know like mine where I developed

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my own you know cognitive disabilities training with some of my vocal advocates, I, we saw the freedom to do that we don't want to take that, that freedom and that ability, away from anybody.

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I'm in the process of developing another one on deaf and hard of hearing with the, I gotta get the acronym right it's a Colorado, Colorado Commission on the other acronym drives me crazy every time is the deaf party hearing deaf blind, working with them

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to create a training for my agency later this year.

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So we having those tokens and those resources available to whoever wants to use them.

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We can put whatever we want in there so Jennifer like you're talking about those folks that the resources you have get what they have and put it in that toolkit so that it's available to those agencies for the service trainings.

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We talked about maintaining that creative freedom within rituals. And that's kind of where we're at, we wanted a core curriculum and something available for potentially the smaller agencies, but we want to also keep it open for individuals like Chris

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who have that desire to to express it

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in jail.

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Jennifer I wanted you to say more about what you think is where you see the holes of, because I know that you've interviewed a lot of people and you have had input from a lot of people.

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And my question is where do you see holes, but also does this like where are we with that survey that we were going to put out there. That was my life.

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Because I've missed that piece of it and so where that was I know that that we had kind of a glitch with creation and implementation because it changes.

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But first and foremost I want to see Jennifer if, if you had more to say about your point about the people you've, you've been talking with and getting those resources into that tool kit.

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Yeah, so I'm really happy I've kind of been holding off just to, I didn't know the right way to approach it because I I initiated contact and then I wasn't sure how to go about it because I was hearing that maybe it was too much or.

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So if you guys feel like you want me to reach out again and get some of those resources and those relationships going I'm really happy to do that.

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But I guess I need a little bit of guidance about what we want that to look like.

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Because I'm hearing that we don't have time for everyone to to come and give us a presentation. And I don't know if everybody that I reach out to those going to feel comfortable just handing over all of their stuff without context.

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And so I guess that's where I just feel a little bit conflicted.

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So what do you think,

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sorry this is Jill. Does it make sense that you would go through the tool kit that we have and see where you have things that you want to put in there that are missing.

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You know that pieces that you that you really feel are important to have in there currently that you already have.

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And I think by doing that by you adding those resources that you have, then we kind of see again, we start to narrow out where we don't have information.

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Like I was looking on that for example dementia is completely open right now which is bizarre to me that we don't have anything on dementia at this point but I think we lost that person.

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So maybe we can still get some of that information.

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But I.

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So that would be one of those places that we don't have any, any resources into. And there's a couple of them that are like that the intellectual developmental disabilities only has three and, like, I could certainly build that out, that putting putting

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more more resources in it but there's a difference between resources and curriculum, so.

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So are you talking about curriculum Jennifer, are you talking about resources.

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So I think that the organizations that I have been in contact with have both.

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And that's where I was kind of hesitating because I think there's various levels of like development, and I don't know how they want to get it to us or if they're willing to get it to us without us paying for I just don't know.

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And so, that's where you know there's 12 of us and I don't know how we want to go about initiating those contacts as a group.

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When when I would also suggest that, to think about when we're using it when we're going to, so I'll use.

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I'll use an autism training for example just a vague, autism training that maybe



Autism Speaks has that we would think was nationally really well done.

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But again if we bring in that curriculum that specific curriculum, then we're taking away the, the creativity of some of the, of the departments to be able to make it their own and have it match up their own so that's, I get a little confused with how

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are we going to take something that exists. And then, and then modify it to work. So that we still have a guideline for curriculum, but that we're not restricting those departments and agencies from from being creative with what their community needs

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so my split expressing that well enough, like how do you take the big picture current existing curriculum and make it make it a general enough for our smaller community.

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Yeah. And if I can just say when my feet that's kind of how I've been confused too, and I think my goal was less foisting something on anybody and more just the goal of us all being educated as to what the issues are before we did anything else, if that

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makes sense, because I don't even know. I just really want us to have, you know, have pay the respect of learning what communities feel like they care about in terms of relating to first responders that they feel is important, before we decide what that

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is.

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And I'm hearing that we don't have time for that, which is, you know, we do have a tight timeframe.

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And that's why I just kind of wrestle with it but that's just

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kind of the principle that kind of disability.

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Activism not activism but just disability rights are based on And so I don't, I don't know. I feel like I'm not being a good leader but that's just that the truth I guess I don't know what else to say about it.

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I'm sorry, Erica I was gonna say I think that's one of those places where I've been beating the drum about wanting to hear from, from the bill sponsor to be able to really understand from the bill sponsors perspective but I don't know where that went

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either if I mean I know session legislative session is, you know, right on us right now so I don't know what happened with that.

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Yeah, that was I got an update from Sheila and Jeffrey.

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A couple weeks ago they identified one person who might be able to come with their schedule is so packed right now that they haven't gotten a response on attending.

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Yeah, and that's not going to get better.

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And that's going to just get tighter and tighter. And I don't recall the name of the person they identified I can get it. Like, they are identified one person that they thought would be willing to talk.

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Just because of schedules during the holidays I think everybody is just feeling scribbled out, but they said after the first of the year they were not going to be able to participate.

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I'm happy to address it again they can push.

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I would think we'd want to, to address that again, I mean it's I think it's important that we hear what the background so the premise why why it was an issue I I'm kind of surprised that they don't make time to kind of dresses.

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Yeah, I will let you in, and Jeffrey know that there's a.

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We'd like someone to come.

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Me doesn't be long right is we're talking like 1520 minutes. It's by Zoom's there's no travel time right because we don't want to miss we don't want to miss anything that's a key.

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It was a year of answering something that was key for life was the original sponsor

and it started with a panel of parents, such as myself who were have children on the spectrum or adulthood on a spectrum and we're just concerned about making sure we

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enhance those because have positive interactions with first responders. So it started there. It would be great maybe representative Froelich can come in.

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Talk also that may have been, they were discussing.

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But, Erica Do you have a Do you have an inroad with that. Yeah, I ever I ever sell, so I could ask her.

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Well I mean I just kind of maybe fizzle that whole thing out so why don't I just reach out to people and just see what happens. I might, you know, without work.

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So just a quick update on the survey part two.

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So, once Deborah was officially on the commission I can reach out to her directly, which I did asking her for all she has to do is change the permissions on the Google Doc, and I have it, and she never replied back to me.

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I sent an email to Courtney asking her to also reach out and I'm assuming since I hadn't heard anything from you that she's also not contacted us so I mean multiple attempts.

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So I'm sorry I'm not sure I hope, I hope everything's okay she was planning on attending last week's meeting and didn't attend. So I'm not I'm just not sure what's what's going on but that's kind of where we're at.

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We at the DLL don't have access to Google, or it won't let us so I can't, I can't own that document. So Chris will have to own it and has everyone heard at the beginning his Kindles been swamped.

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So he's going to try to recreate.

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So, it's a thing that we use in our agency, a lot we use the GC.

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So, if I can't figure it out I know lots of people my agency, create the survey

type things all the time I'll find somebody to help me get it put together.

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Okay, so two items one, the toolkit items are being placed in two different places now. So I wonder if we can first agree on where to put the additional resources.

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If we put it under master then they're all together. And I think that's one thing you're talking about I see some new resources under toolkit items. But if we go to master that's what we created the end service so if we agree to put the toolkit items

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in one place, then at least then we can see really what we have, instead of it being placed in two places. What do you think.

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So under you say that again Erica so I follows and like Oh sure. So, if you go to, well here, if you subcommittee, and service subcommittee.

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You see toolkit items and then you see the master, and under master I see, we have.

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So, if we actually it, I don't know I'm happy to move things unless it's easier for you to move things, you know, into like the master so we all are working with the same folders.

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It should be easier for me to move is what I'll do is I'll take everything that's in the toolkit items, not under master I'll take, I'll put all of those in master and then I'll just delete the other toolkit.

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Great, thank you. I just wanted to print that scored 10 Thank you. There's something I didn't know there were two missing there. Yeah, that's okay it was a work in progress.

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And number two, Jennifer I think you made our one meeting and the end service.

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I really hope that we can get more feedback from the community and different people in groups. Absolutely. One of the intentions of the learning outcome number two is to the learning outcome just to remind everyone is described the subjective experiences

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or symptoms of people with disabilities or invisible disabilities, it kind of forces it in the curriculum for the instructor to do outreach to groups, especially

those groups that are more prominent in their communities like Chris may have a large Deaf

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community. And so he might really emphasize that in his area. And then, Chris goalie might have a, like a different like group that is more prominent in his area so you might want to focus on another group so I'm hoping everyone really thinks about that

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learning come and how can we refine it to, and I was really thinking of you, Jennifer in this to try to get that disability voice in there, but also to provide that education so I'm really passionate about that particular learning outcome, so we can get

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a voice of people with various disabilities into the curriculum. So I hope that makes sense.

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It does. Thank you. Yeah, I started adding some stuff but I'm not my teacher so I need help, I guess, making it better.

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And yeah, I see other hands I don't want to talk too much but if we need help, like I can do a survey to, like, I don't I've never done it but I can learn how because I think there's people are anxious to get moving.

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Like in the community and on this side so like let's just make some things happen.

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Yeah, I'll make getting the survey done and created. It's a priority. I was hoping to not have to rebuild it but then not hearing back from Deborah so they'll get done.

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Go ahead get it because I have a few questions and some important.

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Yeah, mine was just about organizing that folder.

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I don't see the point in having a master folder and then individual folders, I think it's more specific to have each folder be titled what it is. So I would suggest rather than putting toolkit items in the master folder.

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Move whatever is in the master folder into toolkit items and combine those because it's really hard for me I, in fact I was going to suggest that somebody make a

guide to all the folders.

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I don't know, I have to look at all of them to figure out what's where I think it would be more efficient. If each folder was titled specifically. And then what was in it was confined to that specific topic.

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But that's, that's your folder. That's just a suggestion.

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So, but we will be pirating your material for sources for the curriculum so any clarity.

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We have is probably good, too. So, that's all.

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And it's good in, and I hear everything everyone's saying but I am concerned that we are just now beginning to go backwards, we're getting bogged down with what we've discussed before, we really need to continue to move forward.

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I do, Jill and Jennifer believe that that's important to get the voice of that community. But with that while we're waiting for that each one of us should take some responsibility to begin to research a certain topic, and make sure we're developing something

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based on the national curriculum that we have the toolkit items that have been provided.

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We need to get that core started, and then we have the ability Jennifer once we get that input from the community to build on. But we need that base right now I think we need to get on it, it's January 1.

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And it takes quite a long time. He's one of us has the ability to take certain topic and work with that. I think that will help a lot.

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And then again, maybe present the final oversight of course to everyone but have our subject matter expert actually looking.

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Is it okay if I make a suggestion.

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dif different people with disabilities different kinds of people with disabilities.

So could we just divvy them up so I don't have to keep contacting them all.

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Yeah, and that's kind of what I'm getting that you guys we have resources right there we have the individuals with Jennifer submitted, so I don't see that it would be a problem for each one of us to reach out to that entity or that organization and that

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individual.

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And then we could start there and then build keep building like based on what Shannon saying, is okay.

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I'm good with that. Go ahead, Joe.

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I don't know if you guys are going to be able to fire me because I'm about to probably make you all really mad.

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I guess I'm trying to grapple with the idea of each of us taking a section a disability section and creating a specific curriculum around that disability that it's it's it's a little, it doesn't it's not making sense to me when I would think that we could

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create a basic, like, I'm going to use you Chris as an example just a basic in service curriculum that exists. And then, I don't know what I'm concerned that if we start correct creating an in service curriculum for each and every disability section in

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there it's, it's not going to be cohesive and it's going to be really challenging to find those outcomes. Go ahead, Shannon answer to them they say Jill so maybe I did it is hard for me I guess to explain it so this is for an entire curriculum.

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So what it is is it's just the subject matter of the content for that subcategory, so that will be the entire thing so it's not like we'll just have Alzheimers and one type of training, and then the next type of training will.

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It'll all be in one, one in service training, but we really need to cover all of those topics. Does that make sense so it's not.

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It makes sense I just I'm unclear about what you want us to do with eat what's

your, what's your ask is that I'm a little unclear about what your ask is, for the specific category that you want us to work with so we're not creating a, we're not creating

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a separate curriculum, but we are creating what with the category lead look like let's just take a category and tell me what you want it want us to do because I'm a little unclear with my marching orders Chris.

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I know is good so so Jill just for example I would ask you, can you overlook the autism content. And then you would do, then you would contact the individuals who've been listed as a resource, you will contact them find out the voice of the disability

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community, find out what their goals and aspirations are for this training, and then based on the core curriculum national curriculum that you have the ability to find, you're going to develop a training that meets all of the recommendations from the

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individuals within the within the disability community. Community, and then also the core aspects of what needs to be conveyed in that train, and you will put it all together, and we would just have been.

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And then we would review it together.

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And that would just be that one, and then they'll say, Chris, you could take on the hearing, hearing impaired and death.

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And you would go to those resources, you would just kind of make yourself.

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Kind of the expert on that current content. Does that make sense.

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Does that help a little bit we're all just breaking down the responsibilities, basically.

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So, are you looking at, actually developing the course of the instructor would teach.

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Are we looking at developing that outcomes and how the agencies and instructors get there is up to them. I think that honestly you guys I think that we should probably



do both.

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So we have the ability to provide post a training that individuals could go on the website and they will have the ability to utilize that training.

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But we need to get all put together.

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And that's where the videos would come in all of it so we would have a basic. Here's what you guys need to meet here is the content that we should, should be covering.

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And your instruction know.

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And then we could develop specific curriculum for safe and into the.

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But I think it's important to do that. So I mean, part of the reason why I asked when we think about all the different things that we teach in service.

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At least ones that I've been involved in outside of the disability around other subjects as well. It's really a core outcome. This we want to get to how we get there is really up to the agency, what they teach what specific resources they use.

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They develop their own planning, can I have been concerned that if we keep it too big. And we provide a simple outline, I guess, for what needs to be covered.

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There will be no content.

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They may not use the videos they may not use any of the scenario which makes them.

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It's a legitimate concern for sure I just don't know if it's our place to build the lesson plan for them.

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Do you guys think

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any other input.

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Chief you're grinning what's going on.

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That's just my normal facial expression.

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I like the idea. My concern is that we just don't have time to do that thoroughly.

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So I don't know if that is a, is something for this commission to accomplish within the timeframe that we have, or an ongoing relationship with the committee members and and the post curriculum committee.

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And I say, somebody.

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I think that I'm just wait. Go ahead.

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I went Janet to go first.

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All right. Um, so, I don't know, a couple of thoughts, first of all, the chief is right, a general rule of thumb is it takes 40 hours of development in preparation for every hour of instruction.

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So yes, it takes a long time. Shannon is probably onto something by asking that it'd be divided up so that 40 hours per hour gets divided up between us.

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And that's probably doable.

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I don't know if you ask this of me but I'm happy to pull it all together, or look at how the pieces can come together into a lesson plan.

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I really think I know we've said in in our group, our subcommittee and you said it also about your subcommittee that you need to look at the content first and then decide on how long it'll be.

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But I think if you're thinking about, in service training.

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Four hours or eight hours is probably the common most, most acceptable amounts of time so you might have to for our classes you might have one eight hour class, or just one for our class, you know, depending on the content.

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So, I think that, in light of what the chief just said, if we are to accomplish something we need to decide right now, or maybe not this minute but we need to decide.

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Is it going to be a for our class, that's going to cover these topics.

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And where are the commonalities between. So, you, you, you created a, the one document about invisible disabilities, is that a category that can be covered in two hours in an in service, and if so, we each device, you know you're dividing up those pieces

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and then pull them back together. There's going to be commonalities between them.

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So, it can be done, but on a pretty small scale. I mean, we may be talking about an overview we may be talking about the first installment.

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As Josh said several times in our group it this February 28 is not the end, we can continue working past February 28.

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What we want something to show for February 28.

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To me it's easier, and this is just me, I think, maybe it's easier to just create something based on what we already know that it is to research national curriculum that have already been prepared that may or may not work, and almost any national curriculum

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has to be adapted for Colorado because what works in Baltimore is not gonna work in Colorado.

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That's just not the same, same environment so I think we can do it.

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But we do need to divide it up because one person can't create a four hour training. By February 28.

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They completely agree but and I wasn't suggesting that you, you pull it all together I'm volunteering to do that. I do, just like your final oversight for everything.

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I'm, whatever you need. I'm happy to do it. Okay.

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Jennifer entities are my thoughts on that.

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Yeah, I just wanted to add I know that Chris really was teaching his class and he felt very strongly that he wants to keep doing that and I think that that's great but that said I also think that

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there's just always a concern, maybe not necessarily with Chris's class but just in general with.

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When you're teaching about disability is that, you know, just like you would be when you're teaching about law enforcement you You're always worried about who's going to have that level of information what the information is what you know what I mean.

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So, I just think that there's some nervousness about the specifics and who's teaching it. And so I think that, as,

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as transparent as we can be and as informed by the community as possible.

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As the most helpful, and as specific as we can be as helpful.

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I don't know if that makes sense.

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I just don't people are nervous.

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I, I'm just trying to think from that agency perspective, and having lots of conversations with my, my training manager, and what's going to be required of the agencies, telling them that they have to do a four hour training and where are you going to

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put that in with all the mandated training that's required already versus having outcomes and saying how you get there is up to you. So I mean, A good example is how we're doing things this year.

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I was told I have Hey patrol has an hour. Do you have something you can put together for that and so we put together the, the ready San Diego videos that they have.

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And we were able to put an hour worth of stuff in there that covers a variety of different disabilities and they're all interviews with people from those various communities. I have time later in the, in the year where I can have two hours and I can put

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together a training and so I decided to, you know, Deaf and Hard of Hearing time so I, you know, I started contacting people until I found somebody who can help me do that and put that together.

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Other agencies aren't going to have those kind of resources. This kind of contacts those abilities to get those people together.

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I say why we just real careful that we, we make it doable for any agency, whether it's a bigger agency like mine, that has the resources that has local contacts, but also make it doable for, you know, those small county is out and, you know, the corners

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of our state that are unpopulated that it takes time to get to.

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that are unpopulated that it takes time to get to. We absolutely do have to be careful I, I totally hear what Jennifer saying I absolutely, I totally agree with you, which is why I do my best to find folks from the community to help me do training.

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I'm not the right person to stand up there and tell us like to have dementia or what it's like to be deaf or hard of hearing, I'm not that right person.

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I know a lot of things about those communities I do, but I don't. I've never experienced the, you know what it's like to be death to have a law enforcement contact as a person who is death.

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But trying to get all that training, having those resources available to all of those different agencies.

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Yeah, we can do recordings.

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We all know how much we like watching those verses if we can get something interactive.

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It's better.

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So just having those having that flexibility, I think is what I'm trying to say. We need to make sure we have lots of flexibility for the agencies to do what works for them for their size of agency for their community, so they can emphasize what's important

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in their community, to meet the needs of our community.

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With that Chris, how do we avoid them, utilizing 15 minutes to get through all of the.

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That's a great question. I don't I don't know everything.

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I you know I agree with you that it shouldn't be a briefing training.

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But like yours and my agency both have over 100 hours of training year.

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I don't know how many hours of training that you know Kit Carson county is able to provide for their deputies I don't know.

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And you guys just real quick food for that one thing that we discussed so committee meeting was smaller agencies.

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A lot of times have an opportunity to come to the larger agencies to receive the training. So we might make that for the suggestion if you are a small agency you don't have these types of resources, go ahead and combine that's one of the larger agencies

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who does that just again, another good.

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Jennifer, what do you think I'm sorry I like doing meetings. Now I just wanted to share that.

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I, it's important to understand that not all of the disability agencies are in the metro area, but they're there several all around the state, and then we're all areas too so just to keep that in mind.

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There are and I hear you there. I really I totally do I don't want to sound like I'm, I'm pushing back, even though I am.

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I just look at the struggles that I have, trying to find those folks, while at the same time what if all 64 counties.

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We're trying to find those resources, plus all of the city agencies are all 12 or 15,000 however many sworn officers there are in the state to get them all that four to eight hour training that we're talking about.

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So that's a huge demand. That's a full time job for many people.

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Not saying we shouldn't try because we absolutely should and I do, I try, I just know how, but how many struggles I've had trying to find that.

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Again, that's a really good point, and I definitely understand that we have to estimate capacity, which is why I think it's really important to at least start reaching out to find out what's out there.

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And what people think and what what they want us to at least try to do.

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So, um, it feels to me like we're rehashing a lot of things which are good things that need to be rehashed out.

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But we also need to continue to plow forward.

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So while we're I saw that thing from American the chat about the representative hopefully being able to come and tell us about the bill, how whites here what there.

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Their goal was there.

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To me it seems like there's three real tasks hanging out there.

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One, we should all go back through. I mean, the Committee on

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the basic camera is done this, but the rest of us I want to go back through that and I want to I want to see what's added to the basic Academy.

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Look at that. And in digested and that kind of stuff since I was on the other committee. So, the opposite committees really need to look at what the other subcommittees did.

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And then just that real compilation of resources.

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And so that when the agencies are trying to put together this training for in service they're able to, they have resources to go pull from to do that.

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Other others has that you guys see.

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I'm saying, I you said three and I wrote two, so tell just name those three again as my in my bullet points.

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I kind of condensed it to two so I have a review of basic Academy, which basically case I've been he's done that review of outcomes, which actually put a slash creation of lesson plan.

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And then the similar result resources that we have.

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So at this point, with what we've discussed.

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What would our main goal for the next meeting.

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Me, personally I kind of want to dig into that basic Academy, and I think about the, the amount of time, I have reviewing that and kind of putting together this feedback and something that personally I really want to do,

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folks on the other side of the other subcommittee, want to look at what we created on our side arson IQ same side subcommittee. And I think they'd be a great test for them.



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So we both had both said please have understandings of what the other subcommittees did and came up with.

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Does that make sense Jenny has her hand up.

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Yeah, my subcommittee, or our basic Academy subcommittee. I don't want to be too partisan but we still have work to do. And so we had talked in our last meeting that we wanted to have at least one more meeting as a subcommittee so

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the last tasks, I think that we have include researching that source committed to source material that you all have put together on the in Service Committee.

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So I think we'll accomplish that piece of it by finishing up our work.

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I do welcome any input. I mean, several of you had really good input Shannon Chris, Joe had really good input on what needed to be changed or added to the basic curriculum.

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So any additional observations, it's worthwhile but we do need to our, our subcommittee does need to meet again to finish up.

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Honestly, Chris, I don't think it would be a good thing for us to meet again.

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I'm gonna work hard on trying to put together my thoughts on paper, it might make it a little easier to understand and get it out to everyone, not just a subcommittee.

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We want to do that instead.

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Next week means subcommittees again, as a whole, to continue working on our hearts.

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Right, Jennifer.

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Yeah, I think that's great, and the meantime I think that we really, really need to be reaching out to people.

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Because we're like where I can get like seven or eight weeks. And we still haven't asked people from the disability community what they want to see from us like we know from us and we represent people from the disability community but I still think that

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we need to ask. So do you want me than to just go back and contact people I know.

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We're while we're out on the survey, what do you think I will make that survey, getting it done, a priority and getting the link to it sent out to everybody, so that everybody can send that out to their contacts.

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Okay, so should I just keep those initial outreach is hanging style, or what, what do you think about that.

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I mean that's up to you if you can make that those contacts happen without the survey. I mean I would think, go for it. Get the materials from them that you can and resources from them and that kind of thing.

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And if you want to send the survey out to them still after we, you know, up and running.

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That's cool too.

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Okay.

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Go ahead. So this is Jill I my thought was, what if Jennifer is going to do that. Where does that information go. And how are we, how we digesting it and working with it so to me we should probably have some place for that information to sit in that we're

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actually working with it, instead of just asking because that's going to frustrate the hell out of the community. If we're asking for their opinions and what's going on for them and Jennifer you've used the word you've said it a couple times that people

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are nervous and I'm an I. I want to be sure that we're taking what we're asking for, and using it in some way so my concern is, if Jennifer makes all those contexts again and starts getting more input then what what do we do with all of that, sit it in

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a file or, I mean I want to I want to have some place that we're going to actually funnel that information into work that we're doing. So that would be my one thing about that and as far as meeting as a subcommittee, I feel like our subcommittees could

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get some work done. This next week in the inner subcommittees and tackle some more things and, and, and have something more fine tuned, and I would appreciate Shannon you putting your words and thoughts on paper so I can digest and ask you questions in

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a subcommittee as well.

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Those are my that's my input.

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That's not no problem and then that Jennifer I think that's my suggestion from the beginning I don't think it's a good idea for you to take it all on yourself to contact every one of your resources in the community, you have listed them for us they're

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there, each one of us should take responsibility, pick a topic or a resource and then contact them to find out what their voices. And again, that's just my suggestion, but I really believe breaking it down like that will make it a lot easier.

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and it doesn't put on hold on.

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Okay, Jennifer I think you have new direction, hold on.

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Okay, I'm Chris sorry.

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That's okay, I just my concern about asking all these organizations about what they want.

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Is that everybody's going to be assume that they're going to get everything they asked for.

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And we can't play we can't satisfy every, every organization, and you know I have

my passions and that's autism because of my son and I teach that class for Arapahoe county and I teach it for Douglas County in their CIT classes.

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I don't I take information as I get it from research, and as I see it from research and add it to the training and then when it's bedded through Colorado autism Association, or a call on Autism Society or anything else, I add that information.

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I, but I can't cover everything and not every single person that we asked what do you what do you want is going to get everything they want, so we have to ask, we can ask, but with the, with the caveat.

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Hey folks will try to cover everything you need, but we're not going to give you everything you want.

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And, and that's because giving everybody everything they want, you're still not going to satisfy everybody. So I think I think we can, we can ask, but everybody that we're asking needs to know.

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Look, you're not going to get everything you want. Because that's that's just that's just not reasonable.

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Erica Joe coming in, just, I don't know if this is a harebrained idea I'm just trying to think really efficiently. If we get a list of what the concerns are from people in the community.

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What if we just compile those concerns and add it to learning outcome to, which means described the subjective experiences of people with disabilities.

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So, meaning we have all those concerns, we can't answer all of it we can't teach all of it, but we've got this whole rich tool. Let's call it part of the toolkit.

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This list of concerns that the instructors can talk about, you know, so I don't know if that's harebrained but it might be a great way to, like, integrate voices and then to promote further conversation in those trainings.

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I hope that makes sense. You're absolutely right, Erica. You nailed it right on the head.

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Thanks Chris I was hearing what you said to, so thank you.

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Right, I agree.

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It's a, It may be harebrained but I think it's good.

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Jennifer.

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And so I hear that you're all in agreement, I would respectfully disagree.

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I'm sure you're not surprised.

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To me that it's not the goal of this commission.

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And so pointing to me.

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Because for me, what it does is it takes this work. And it basically for me I was like making it a rubber stamp.

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And it's basically saying that we're doing all this without you.

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And we'll listen to your concerns but it's kind of a pat on the head. And we're going to do what we want anyway.

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So those are my thoughts.

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I don't know Jennifer and this is just my thought about you guys.

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That's not the intention at all. Um, it's to compile the thoughts and the way things and the ones from the disability community so what you've seen is to put together all of those thoughts to make sure we are reaching the goals and voice is heard.

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And it's Incorporated.

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And it's Incorporated. Um, but it's just so much for you to do on your own. So each

one of us, contacts, individuals and puts it together. And what Chris was saying is the fact that we may not be able to reach all of their wants and needs and goals, because

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there are so many people who are passionate very very passionate about the topic, but I don't think that's what the intention is at all it's just to combine what all the knowledge that all of us gain and make it a little easier for us to learn.

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Oh absolutely, I just want to reinforce that I've worked with individuals with disabilities for over 30 years, and I'm here as an advocate to everybody and I think everyone is here too so intention is to get as much as we can into trainings and toolkits

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in the short amount of time that we have and then we continue to work past February 28.

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I was just going to reinforce what you just said Erica.

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One of the things we talked about the subcommittee is, what can we do right away.

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You know, here's what we can go through, we see immediate places to do something. And then here's things that we would like to investigate further, you know, after that date, and then, you know, then we can do a wish list and publish that as well, you

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know, here's where we would like to see us go down the road, and the legislature can help us with that. Also, you know, there's going to be a lot more work going into that.

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But I, you know, just for Jennifer I don't think it's an either or.

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All of your concerns can be addressed. Not everyone can be addressed immediately, but all of them can be addressed I think down the road, and there's also going to be a learning experience as we, you know, see the first recommendations implemented.

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You know, we're going to see how that responds, how some first responders are going to be able to do it more easily than others. And we can look at why, you know, some can do it, and others can't and look at what resources, those are, you know, I think

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the, one of the things we can do now is introduce the concept so that the officers have it in their early training. It's reinforced later training, and then I think it'll become us as a chief brought up a lot, you know this is set up that everybody's

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working on.

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You know all over and want to implement, and I see a lot of support from the officers on this commission, we can get this done, but it's it's not right away thing by February 28.

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So just to clarify, I don't disagree that not everyone's going to get what they want from us.

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Um, but I don't think it's fair, maybe I misunderstood Erica out they get scared to just take everything we just like, do you know what I'm saying, I guess that's how I heard it.

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Oh, it's just one part of that toolkit is the compilation of voices. It's just one part of it, it doesn't replace someone let's say coming into a department to talk firsthand about their experiences, it doesn't replace anything, it just adds to the toolkit.

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I hope that clarifies.

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Well, I guess, I guess i infatuated me because my hope was that in learning what

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the issues are that we would respond to them, and understand what we need to train officers on

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like that.

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Good.

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Shannon, go ahead.

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Okay so and that's what we're.

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I think in general what we're trying to get at is the content, we really need to look at this content.

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So when are we going to train up the system.

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Does that make sense.

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So, that at this point where I think we need to move forward, we need to go back to the subcommittee's, and meet them. That's good.

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But we still need to work on that content. And what we're going to change them.

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Otherwise we're not gonna be able to

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Joe.

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So this is where I asked a lot for the procedurally what we can do and our timeline. because I I there's nothing, everything that everybody's bringing up makes sense and Jennifer everything you're saying makes sense, because we, you know, I think it all

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it all has a place here, and how with the timeline, can we can we say that, you know, we'll do our work with our subcommittees. And we know we've got some good progress being made on the basic, basic training and now we know we're doing some, some pretty

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good work with the in service. We know we're talking about doing a, a survey to go deeper into, like, I call it a gap analysis or a needs assessment of what is missing.

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Can that be, could we not put that as part of the presentation for February as the next steps recommendation that we're working on is to is to take what we, you know, this is what we've come up with for now for, especially for the basic training.

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We This is our, this is our core skeletal for the, for the in service, and then they recommend Can we make recommendations for the next step I mean we're,



otherwise what are we coming together and doing for three years i mean i.

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So, can that be next steps so that we are then gaining more information because, you know, Jennifer you're asking a question that is a key question and Shannon you're saying, kind of the same thing on the your I'm hearing you say Shannon.

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What are we going to teach in this for these for our officers to learn and if we don't know what we want them to learn how can we make a suggestion on what to teach them so I think we could still address both of them, making the recommendation of the

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next steps that we're taking with the survey results and how we're going to utilize those into next step recommendations, but this is the procedural thing that I'm not sure that I.

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If we can overstep or move in that way so Kathy and and Courtney, you might want to have some feedback on that.

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Sure.

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And Courtney had to step away for a few minutes So, essentially, you've got your two main marching orders before end of February. February 28 is the deadline where you need to provide the curriculum information to post as a recommendation for the Academy's

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right for the basic, which they will adopt and implement by July 1, then you've got the in service, which is also to be adopted by July 1.

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However, once that is done, then you.

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Yes, you still will continue to exist.

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And I believe in the statute, I have that I should probably pull it up.

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It indicates that there will be assessment.

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And then you have the opportunity to report back to the legislature, about further recommendations.

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Um, I don't know exactly the wording so I'll have to look it up, but basically the idea or the concept I think the spirit of the statute at that point is, let's implement it.

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See how it's going. And then, you're supposed to be meeting for another two years after that.

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Let's figure out what needs to change. And if there's any changes which I assume there will be.

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Then you can work on those, and work collaboratively with post to ensure that those get implemented.

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So I think, you know, the idea is, yes we need some pretty quick.

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You know, down and dirty.

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Let's just get this done for the meat and potatoes and then after that refining things, adding and providing more resources. And so, I agree I understand what Jennifer is saying, you know, should we be informed, should we be using this to inform, meaning

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the disability community and the organizations to inform what we should be training based on the needs.

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It's like the chicken or the egg, right, or should we be using this or should we be using that.

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I think we're using a whole combination of information at this point are you all are using the whole combination information at this point to inform what will be taught.

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And whether that's during the basic or during the service that you're going to have I think a lot of opportunities moving forward to continue to revise to add to refine to have input, whether it's through us or through the legislature.

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Yeah, so, so Jennifer.

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Does it make sense that we that we are creating, where we are moving toward this.

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I'm asking you as a self advocate I'm asking as a parent does it make sense that we

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that the next steps be taking what we, the recommendations that we're making for February and then you putting that into part of the survey and saying this is what we this is the work we've done in European you know like if we took it to the deaf and

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Hard of Hearing experts, what what is it that you would have liked to have seen different or added to this I mean it doesn't make sense for us to be able to take what we've created and then get that professional feedback in the survey, and then go back

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and do revisions to what's created.

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Because if we know we have a, we know we have a deadline that we have to meet.

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What makes sense to meet the deadline. Excuse me, what makes sense to meet the deadline, but still staying in integrity with the voices that we want to have heard, and and honor in in the recommendations.

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And so, to be honest with you, it does not.

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It does not make sense and.

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And it's not to be disrespectful But no, because I maybe I'm not understanding some part of what you're telling me, but I'm trying to understand what problem you think this is going to resolve that bill was addressing.

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The bill was addressing your ask are you asking me, Jill anybody, anybody if we just get through this right because we're here to get through it. What, what are we fixing

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representative for teaching people.

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I'm sorry.

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I'm sorry.

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I messaged but our Metro is the one that sponsored the bill could come next week at one o'clock. So, I wonder if we can start with that, and I would that be helpful.

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Do you think also Jennifer, just a here also from the writers perspective and kind of the generation of where this came from and, and, and maybe I don't know if we give her some feedback on what we've done already and I mean she did, she hasn't say everything

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that she did sponsor the bill so I wonder if we could start there.

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I think that would be helpful, can we also invite other people who have disabilities to speak, would you be okay with that.

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Because I feel like we keep going through a lot of work without ever hearing those voices and hearing what they think the problems are.

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And I feel like we should have been doing that from day one.

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I'm.

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So.

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Would that be okay with you.

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I think procedurally I'm going to just inject here.

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In order for you to do that.

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Essentially, anybody can attend its public, first of all, Jennifer so if you want to invite anybody. They're always welcome to attend. Okay, you don't need permission for that.

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Secondly, um, I mean it's posted on our website to the world so anybody can attend. Secondly, if anybody wants to speak.

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They'll have to speak at the beginning of the meeting, and it'll be limited to two minutes. So, that is where we're at. However, it doesn't mean that they can't submit something in writing, or in some other format.

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outside of a meeting for the commission to consider.

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I've always loved.

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That's pursuant to how these meetings have been set up by this Commission's choice.

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And so you all can discuss now I just want to remind everybody of that.

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Janet, go ahead.

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Oh yeah, just to Jennifer.

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Are you telling us you don't feel that the members of the Commission who either have, who are disabled themselves or have children who are disabled or who have worked with the disabled community, including you aren't speaking for the disabled community,

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that it's not possible for for someone to represent the concerns that in that, that have to do with the interactions with law enforcement, here, and first responders yes but primarily law enforcement.

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Are you saying that we're not hearing authentic experience on the commission.

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I'm saying that in terms of my advocacy, from my experience.

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Um, no. But I'm not trying to put anybody else down.

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What I'm saying is that.

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And I don't know what anybody else has experienced that I have not personally, I have not heard anybody be able to share what their issues with law enforcement are or what they would like for this commission to achieve.

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I haven't heard, I mean I've heard Mark share consistently but he only gets two minutes to speak and he is not allowed to speak in the chat.

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I bet times wanted to invite people from the deaf community to speak, and I haven't been able to because the meetings are posted at a certain time where they can't ask for accommodation.

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So it's not because I think it's deliberate, it's just because I'm just waiting.

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I'm just waiting for us to get together as a group.

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And it's not, it's not anything bad it's just that.

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That's how my that's, that's what I do as, as a person that's it had my experiences and as, as my level of advocacy I guess I really want to hear what people have to say.

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And to me that means reaching out to them and asking.

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So, I hear you I totally do. I'm on that same kind of note the Jenner, the Janet was going down the legislature had 12 different members of this community for this commission from very different, representing very different things.

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The idea behind it being I think that the Commission was the representative of law enforcement, as well as the disability community as a whole. Well it's impossible to understand, anyone individuals experiences as a, as a commission from just one person

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that's assigned to the commission. And we have to think and really big and broad generalities.

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And just because any any officer.

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We have one person come in and talk to commission about their experiences, but then

an officer goes out and has a context that contact that person can be completely different than that person that they heard from and their experiences.

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So understanding experiences in broad context is important absolutely important, but at the same time we need to train officers in very broad context, so that no matter who they encounter.

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They are prepared to work with that person appropriately and respectfully.

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So I, I, I totally hear what you're saying and I think that the survey is going to go towards starting those conversations with people from the community. But given the timeline that the legislature also gave us to work on.

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We have some deliverables that we have to get done pretty quick.

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So we need to continue to plow forward on those deliverables, get something in front of post, I'm not gonna, like, others have said in the group.

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It's not the end all be all that's delivered on February 28, right, it's, it's what it's that first initial. This is why it's important right now to get in front of those officers and in front of those deputies and then we have that opportunity later

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down the road.

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Oh, I just lost Jennifer's are. Oh good, you're still there, and they are down the road. We'll have those opportunities to tweak and change and modify based on what we see happening at the Academy's feedback we get from community members, and those opportunities

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will exist.

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As we continue to plow forward and modify and make that initial thing better than it was when we first put it out there.

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Does that make sense.

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I'm just Kathy you get something new but I was just going to add I was looking at

the statutory language and it does talk about your role as the commission.

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After implementation of the curriculum. It doesn't give a lot of.

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It's pretty silent about what happens between February and July.

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And so I think there is no mandate, it is kind of you do what you want to do, you probably aren't even really required to meet during that time if you didn't want to but in order to keep the ball and the momentum rolling you would probably want to consider

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continuing to meet.

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But what it says is, after implementation of the curriculum.

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The Commission shall examine any challenges faced by the post board, law enforcement agencies.

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Law Enforcement Training academies with implementing the curriculum, including resource availability. And then, also, that you shall periodically assess the effectiveness of the curriculum and determine whether any changes need to be made to the curriculum

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talks about then if after the implementation of the curriculum. The condition determines that the curriculum should be changed, that you can recommend those changes to the post board, and the post board may adopt them.

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I'm

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hoping that that helps a little bit.

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Um, so Chris has him go first I think just one thing we need to remember and and Jennifer, just so you know what was taught to myself when I went to the Academy.

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You're 20 years ago when the chief went 20 plus years ago when Damelin however many years ago is has changed, it's constantly changing it's constantly evolving nothing that we do nothing that we submit in February is set in stone and can't be massaged



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and changed and adjusted and improved upon. As we go. So just because we submit something in February, that's not the end all be all with this and we get.

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We have the opportunity as a commission when we meet again. and like Kathy just said evaluate what we're what we're doing here, to, to massage it and change it so that it fits the intention that we have.

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So, police and law enforcement training as always ever evolving it's always evolving so just know that no matter what we do, we're still going to evolve.

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Joe.

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And I think this is, I think I can combine these two things because I after Kathy after you read statute. I have one concern about what you read and that was that it had all to do with issues with implementation and like the quality of the programming

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from the, from the peace officer side and post officer side and there's nothing in there about community side. I so I have a little I have a little heartburn about that piece of it which I think that's one of the things that we Non, non, agency people

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can bring into our layman's language can bring into what we're This is what we've been hearing this is what you know let's address this. So, to that. To that effect if we bring people in, if we ask people to come to make public comment.

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in our meetings because that's your opportunity to share, where do we discuss it because I know that we hear it but we never address it because that's not the process.

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We don't address what's being said so how do we, if we're asking people to come and do a two minute testimonial in public comment. How are we as a commission addressing those things that may come up in that public comment, because, because that is a way

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to be able to hear what people are saying, but then how are we addressing it as a commission.

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So, um, one thing I will say is that

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most of these types of meetings, not all, but most of them, so that they are running efficiently will limit public comment day we'll take it in writing, and they will not do actual public comment.

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In every meeting, what they'll do is get the work done.

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And then provide a product, and say okay public come testify. Tell us what you think, give us your feedback. And then we'll respond, or I mean you don't have to respond but basically you'll take the feedback and make adjustments as necessary.

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Right.

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And it doesn't limit anybody from ever contacting the commission it doesn't limit, you know, written feedback, those kinds of things but it doesn't take time away from meeting time.

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And it allows you to kind of get through what you need to get done. And then, I try address it once you have a finished product it's how rulemaking is done.

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It's how policy making is done.

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Now that's that's one.

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One suggestion.

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And it could be that once you are done with the initial stuff and then you go, you know, back to assessment, then maybe you have a lot more collaboration with public and more discussion with public because you have the time to do it.

01:54:24.000 --> 01:54:29.000

These are all things that are up to you as a condition.

01:54:29.000 --> 01:54:43.000

But it's, it's all process. Can I just want to clarify what you're saying. So if we, we put together what we're looking at for basic Academy and for in service.

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We put it all out there February 28 post as their thing and then sometime in the future we have say a hearing, for lack of a better word to call it, where the

public can come back and testify as to, it's good it's bad it's ugly it needs fixed here.

01:55:00.000 --> 01:55:03.000  
We like this we don't like this.

01:55:03.000 --> 01:55:19.000  
And then we can, the commission can work on digesting all that and changing and tweaking, however, we see fit, is that you're saying, Yeah, preferably you would do it before the 28th, so that you would get your feedback before you provide it to post I

01:55:19.000 --> 01:55:34.000  
mean that would be the most meaningful and transparent way to do it, so that you're incorporating public feedback prior to getting a finished product to post.

01:55:34.000 --> 01:55:39.000  
Good Sam.

01:55:39.000 --> 01:55:42.000  
With this, I don't know.

01:55:42.000 --> 01:55:46.000  
We have talked about today, over and over.

01:55:46.000 --> 01:55:53.000  
Going back to the resources, the individuals, Jennifer providing as a resource for us.

01:55:53.000 --> 01:56:04.000  
So why can we not go to those resources, get their input and then compile that information like Erica suggesting, and then utilize that we're putting together this core curriculum.

01:56:04.000 --> 01:56:31.000  
I feel like this could be a non issue because we want that voice heard. In that, I understand that you can't meet every single one. And me, but at least we have that voice in there before February 20.

01:56:31.000 --> 01:56:34.000  
Jenna.

01:56:34.000 --> 01:56:37.000  
Yeah, I just wanted to clarify.

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When we need to have that curriculum ready for post.

01:56:42.000 --> 01:56:53.000  
2833 28 know, the me the post made a there's a post meeting is may or March 3 I

believe the next one.

01:56:53.000 --> 01:56:57.000

And then another one in June.

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So which one are we shooting for. In terms of getting it to the board statutorily it has to be provided we have to go with this what the statute says, So, it's going to put our staff in a lucky position because it's going to be that part board meeting,

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we won't have time to wait until May. It's not fair and it's not right for academies, that would put them in a horrible position. I would rather our staff be in a bad position, then all of the Academy's across the state to be in a bad position.

01:57:38.000 --> 01:57:52.000

Because if this is to be implemented by July 1 and we wait another three months for a board meeting, and they don't know what's going on and what the expectation is and they have to alter their lesson plans and everything else that is not fair that does

01:57:52.000 --> 01:57:56.000

not give them adequate planning time and preparation.

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So, we will make it happen for March, it's going to be very difficult for us as a staff, very difficult but we will make it happen.

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So it really needs to be done prior to February 28 that's what I was getting at.

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In a side of the, you need to two weeks to do but we can't force that the statute says the 28th, we, We can't ask for it prior than 28.

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We were going to try to get it to you before the curriculum to you before the idea, I just love you for that. But we can't we can't ask for it before then, I mean, the laws, the law.

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I mean if you get it done before then, then, wow. Right, but I mean we can't say we have to have it before then.

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I hear you. We're going to get it done before then.

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But, but my point was, If we, so the last Wednesday meeting is the 26th.

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If we're going to have public hearing it needs to be the 19th not the 26th or the 12, something like that. So that's what I was kind of getting at if we're going to do public thing planning ahead and creating a backward timeline is a great idea.

01:59:24.000 --> 01:59:36.000

It's how we do it with rulemaking we have a rulemaking calendar. And it says if you want a rule to take effect this date, you need to have it in to this place by this date because all these other things have to happen.

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So I think wherever you're going with this is a great idea and I see the chief Gordon has had his hand raised for a long time I'm actually jumping off you guys Courtney's back so I'll see well soon I'm sure.

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I have to go in a minute. Can you guys hear me I switched microphones. Okay. After go in a minute.

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But to back up a little.

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Jennifer has had a very consistent and very persistent, two different words can concern that I've heard her raise over, and over, and over, and over again.

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And I think we must address it.

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I've always taught that we have to bring the community into our training.

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And we also have to take our training to the community and we have to find a way to do that before we present a finished product to post, we we've got to

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public meetings are not necessarily the best form to get input from the public.

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Those of us who have been going to them for decades know that you always see the same people. You always hear the same people. If I wasn't a government employee I would never attend a public meeting.

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So we have to find a way to do this.

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And I have some ideas, I think we should do a town hall.

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If there's going to be a quorum there posted as if it's a meeting, present the bare bones of our curriculum present.

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The learning objectives present the, the commission objectives and then take as much input as possible. Everything we get is not going to be a good idea everything we get not going to be a bad idea but I guarantee you that we will get something from it

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it that this commission did not think of.

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And you say when you do that before. Yes.

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Yeah, I'd be willing to plan it.

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I don't have a lot of time.

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But like I said one of our commission members has brought this up over and over and over and over and over and over again.

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And I think it's something that that should be addressed.

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I love that idea.

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Okay, Courtney procedurally what needs to happen for that to for us make that happen.

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I'm sorry I dropped the bomb and have to leave but I got another meeting at three with my boss, my boss, proper drummer that he volunteered to put it together.

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I have 300 minions that can do it for

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everybody.

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By chief.

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So in terms of logistically I think you guys just need to determine how you want that to look. Are you thinking virtual setting. Are you thinking, and just I think Jill you'd asked like what what any written public comment has been put into the file share

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in terms of what has happened with that public comment it's been put into the file share and it's all documented in the recordings of the meetings.

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So I don't know I think we need to, I need to talk to our staff and see right now with coded stuff I don't think anyone's interested in seeing people in person.

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But that's not for me to decide to something to consider. We've had that most today was our most publicly attended meeting which was seven people, or seven, including the ark was represented.

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So if you guys want to do it virtually and make an announcement that way. It just has to be posted on our website, 20 at least 24 hours in advance.

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And then,

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I mean I guess I'm asking you, are you going to do this in lieu of a meeting, are you going to do it.

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Separate have a meeting.

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So I'm just, I'm looking at the calendar trying to work backward like Kathy suggested.

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It's not something that we can do in the next couple of weeks because if we go back to our subcommittees.

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And we have to have, what is essentially a finished product for the public to look at and comment on.

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We also need to give at least two week notice.

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And I think that we need to have a sign language interpreter.

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Okay, so we will.

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What we need to do is have a request for

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an accommodation in order to get an interpreter.

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I'm sorry. Okay. And let me just take a step back, I had to run up to get a sick kid Oh from school. What is this after your final product. You want the public to comment on it, no Janet shaking your head no.

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So this is a final draft I would think I would call it something that we can show somebody, this is what we're proposing to amend or fix or change the training

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to get that public comment on how your whether it's good or bad or ugly or what needs to happen to it, but it needs to be a pretty solid draft I think we kind of have that already with what was presented today that stuff Jana put together from our group

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and the stuff that you guys put together from the and service group we kind of have that if we just make that in a into a compact format or basically here's what we've done and here's what we're planning on doing and here you go I don't think you need

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to have something that formal I disagree I think you just give him what we had today and what's in our file and say, here's our here's our summary. Here's our summary of changes.

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And this is what we're planning on doing.

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So one One option is, since the representative is going to be speaking next week.

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You guys can't really split up into subcommittees unless one of your subcommittees is going to meet is going to commit more time than the other, right.

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So, next. The 12th.

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Sorry I'm trying to find my mouse on my screen somewhere on my three screens. So next Wednesday. if the rep comes out one.

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two o'clock or 130 and we can get more Eric I don't know how long you asked of her time.

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I didn't.

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I just told her that. The main goal is to share her vision for what she intended with a bill and I don't know if there's a question answer period, exactly what the group wants to do.

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Yeah, so if you guys want you can schedule that at one, and then schedule a public comment, based on your product that you have now at two.

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And if there's a break time and then great you have the gift of time.

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And that's one option.

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If we have a, an accommodation requests, I can put that I will talk to

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other people at the DLL to see how to accommodate somebody with ASL and we would just put, we would just put the announcement just like all of our other meetings are announced we would put that up on our website, that it's that is the time for public

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comment on what is being worked on this far.

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Is that what you're envisioning.

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Jennifer is that what you're envisioning

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and Amy, I think that would work yeah I'm just worried about like a short notice, but honestly if that's what I get. I'll take it.

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Make it happen.

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Okay.

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So, do you guys want to chat about that as an option just logistically Chris I see your hands up I know we're way over time so I apologize, what if what if we do this let's let's look at doing this.

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Next week, we have the representative coming in talking to us as soon as we're done with that will break up into subcommittees will spend the rest of our time with the subcommittee's.

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Then, on the 19th we can have the town hall so we can have everything put together and put out that gives two weeks for an announcement. So Jennifer, and her people have two weeks together we have two weeks to find a sign language interpreter, and we

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have another week of sitting together in our subcommittees.

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The only issue with that is we had a request from the community member to not have subcommittees at the same time, because they would like to attend both committee meeting so one of you could have it before.

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You could structure that one of the subcommittee's has it before the representative at one and the other one that has it after I honestly think if we're doing the town hall, I don't I think you would be flexible.

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I'm sorry. I think that since we're going to the trouble of having a town hall, I honestly don't I can't speak for him but I think he'd probably be a lot more flexible about the subcommittee issue.

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If we actually get a chance to like speak. I understand that, but he brought up a

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coma issue, which basically claimed that we were violating coma by not having subcommittees separated and none of our experts in the field agree with that but nonetheless because I delegation was made we no longer can have subcommittees at the same time.

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It looks it gets messy if at one point we we switch subcommittees because of public a member of the public, said we were violating common again our experts disagree with that.

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But we went ahead and changed them to accommodate that request then it looks messy event because now it works. Logistically for us if we go back to that so I think we need to stick to that, but subcommittees are separate because that was an original request

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made by the public member, it's I think it's a settled issue, and so companies can meet at the same time. Yes. It just can't happen.

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But I do think there's a workaround. If one of the subcommittee's wants to meet before the rep comes at one and then one of the subcommittee's wants to meet after I think that's the workaround for logistics to have them if it's all on the same day.

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And then you're not really, then you're still committing two hours of your time next week.

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So I this is Jill I, I kind of like the idea of doing it in one day because it allows the public to hear what the bill sponsor has to say. Also, And I think that's also informative for everyone.

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I, it's fine. I don't I have no problem with meeting before after that's not a big deal to make so I thought, Courtney also I thought there was an issue with the, not only the whole during a meeting at the same time but we're hard to do it with the platform.

02:11:22.000 --> 02:11:38.000

platform. So, it is yeah webinar licenses are very expensive and I'm the only one on the team as well. Yeah. Yeah, so I'm I don't, I don't care about changing the time on that Wednesday to one way or the other what the subcommittee work.

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at 111 started 1130, and would go to 130 MS. Do you guys want to give the rep more than a half hour, or anybody have any thoughts on how far seems appropriate. And again, it's not like we're going to cut the time off but just in terms of thinking about

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how much time you think it might take. So if one of the subcommittee's wants to start at 1130, and then just kind of assume you'll be on the hook till 130.

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And then one subcommittee would meet from one to three.

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With that one to 130 blocked out for the rep.

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And then, and then we're talking about doing that town hall the following week.

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I believe that was Chris goolies recommendation that would give them everybody time that would give Jennifer time to make the rounds. Right, would you prefer two weeks notice Jennifer.

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So we could do two weeks notice for that. And then

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for the accommodation that would give us more time to account for that.

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And then, would that be at the same time on the 19th.

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Here's want to schedule it for one.

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Yeah.

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How much time do you want to give.

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Well I think you still scheduled for that two hours and then if it's if if I don't think we're gonna have a problem with people speaking up, but I think you schedule it for our two hours.

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Okay, so then I will say, so then who which subcommittees going to meet at 1130 next week, versus one. I think we should go first.

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I have a trouble I have trouble on Wednesday morning so I prefer to be in the afternoon. Okay, so just keep it because you because the basic, basic Academy subcommittee easy for me to say was up meeting in the morning already so then I'll just send in.

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so when you guys get your zoom invites.

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I will have to think about how I do that you may just get one that starts at 1130 but for the in-service you may not join to one, because I don't want to have to

keep people in and out of meetings, so I may just scheduled one meeting from 1130 to three,

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and then send you guys your individual emails to say you're on from 1130 to 130 and you're on from one to, but you guys all know that but for the people who've had to get off because of time.

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So good.

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Yeah.

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So, was that, is that a problem for your schedule.

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Now I can be here one.

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That's blocked off for eternity from one to three every Wednesday.

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Because you're on the interview subcommittee So, yes, I'm good. Yep.

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And the 19th will be, how is that how you want me to title it Town Hall.

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Sure.

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Okay.

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So, can I just say thank you to everybody and how much better you feel about this whole thing, and how grateful I am like so grateful.

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Thank you.

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Say that it's our job to advocate for people we think need to be heard. So if people are limited to two minutes. And you think that something needs to, you know, stay in the discussion after that, you know, that's your job that's my job that's everybody's

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job.

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But your perspective, might, you know, inform that better. You know, then somebody else's. So, don't just give up if you think something still needs to be said.

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Everyone's invited to public comment, and then it's, it's our job to make sure those voices are heard. And we do the best that we can you know with what we have.

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Okay, so we we know we're doing next week we are

02:15:52.000 --> 02:16:05.000

subcommittee meetings, we have the town hall the following week, and then we'll figure out. Agenda after that, um, my only concern at this point is with my particular subcommittee.

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And having maybe a minute to figure out what we're going to work on, like, we haven't so we have in jails words marching orders.

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Between now and next week so that we're productive in our meeting next week.

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Since we can't talk offline about that kind of thing.

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Could we just continue adding to the toolkits.

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I don't know that we need to have everybody else, you're doing okay Courtney so this is logistics, so do we formally end the meeting call it good and just those of us on that committees stay around or do we need to.

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Well, you didn't we didn't announce the subcommittee meeting.

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So, I would continue your conversation as quickly as you can to honor people's time. Right.

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And with the caveat that if people need to get off because we are 14 minutes over, you can get off but we did not announce a separate meeting.

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So I don't want to say yes everybody who's on this upcoming subcommittee, go.

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That would be.

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But if you need to get off.

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We respect your time already over.

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That driving.

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Okay.

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Jen, do you have some you want to add before.

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Yeah, I did.

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Because I thought we might be getting off.

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So my subcommittee, definitely needs to be looking at the resources that are posted in the end service subcommittee folder to suggest, which should be added as source material to the various courses in the curriculum, because it's a great resource centralized

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already for us. And I think that we, that's the one of the topics will need to be talking about next week is what source material so if you could take a look at that that would be really helpful in in Janet Can you send me an agenda for yourself to me.

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Yes, ma'am. I can do that. Thank you.

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Same to you, Shannon.

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Thank you

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ever did you want to attend the service one next week.

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Do you want me to course. Okay, sure.

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Cool. And so, you and I will be in it, the whole will be in it from 1132 three.

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Okay. Okay.

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Shannon Did you have marching orders for us. I agree with Erica will continue to add to that toolkit.

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And I really think it would be beneficial for each one of us to look at some core curriculum for those topics.

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Prior to, just for procedure and kind of how to go from there.

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Okay.

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Is there anybody still on that cannot make their subcommittee meeting because of schedules.

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So Dan you are on the basic Academy so it'd be 1130 Okay, Josh your, you have your materials, and I'll check with the people had to get off and let them know what the decision was.

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Are we good, Good. Anybody else have anything they want to add.

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Wow, awesome so happy.