

WEBVTT

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Hi Bob.

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Hi Jennifer.

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Hello, thanks for being here.

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Pleasure.

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Guys, I'm here I'm just in the car so I don't want to show you my face.

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No problem. Guys, thank you.

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Chief Gordon, yeah, just, Josh when we do roll call.

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Right, you'll just have to announce yourself at that point for the purpose of the meeting

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will give everyone a few more minutes.

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I know cheap Gordon can't make it today.

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And I believe, Chris goalie can as also traveling today so can we get.

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Hey guys,

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Chris.

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How's it going,

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are you essential today. Did you get, are you in the office.

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Um, our offices are open today.

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Nice, though.

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Mine are not either.

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Snow, give or take and glamour county offices are up and all of them not just sheriff's office.

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Oh wow.

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Shannon is Arapaho closed.

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The time is Arapahoe close are you guys open.

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I say it one more time. I'm having connectivity if I'm at home to sell. Okay.

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It's kind of weird it's slow.

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Say it one more time.

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Just wondering if your offices were open.

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Oh, they, they open late, but all of my kids school clothes so I'm home with them.

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That's why you're having connectivity issues. Exactly. Yeah, exactly, their online right now and they're taking up space.

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That's why I told my, my kids I said listen I have meetings all day so if you get a text from me saying get off your games, get off your games.

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So far, that's perfect idea. Yeah.

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We're just awesome up here in Larimer County because we didn't blink you know it's adult we're open Game on.

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Yeah, I think it was more than cold today's with Jefferson County I think Jefferson County slack. Last week for not closing when some other districts did so they closed today for that reason, and it's still snowing here anyway.

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It's still snowing here as well.

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It's just a little tiny place.

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I see chief Gordon was able to make it he's on I don't know if he'll be able to participate of time but.

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So Chris it's all you think it's one of them to so whenever you want to achieve.

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Glad you can make it today.

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Yeah, me too.

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I didn't think I saw your email this morning I didn't anticipate seeing you know I was able to move some stuff around and just really really busy for us in the middle of the week.

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Yeah.

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Hi Joe.

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I thought I had my agenda open and I couldn't find it. So, let me go find it again.

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I need to reset anything, I know you guys get a ton of emails from me.

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Again, I just had to reopen it.

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Alright, so we'll go ahead and get started.

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We'll do a

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quick roll call.

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I'm sorry, Daniel.

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I don't see.

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Jennifer.

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Hey, Josh.

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Yeah.

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Jill.

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Lori.

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It's on the chat that she is going to be on mute.

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Do we need to actually to say here Are we good.

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Jessica I don't see.

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I don't see Erica. The other Chris.

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Erica is out sick.

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And I believe Jessica, when I emailed the agenda, I got a response back that she's out of the office all week.

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I see chief.

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Let me.

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Shannon.

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Jana.

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I don't see.

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Do we have enough.

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Um, you should you should have eight CDIB don't know if you have, Well if you have Lori yes seven.

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Right now, it doesn't appear that you have a quorum Chris, you can you can still have a meeting you just can't make decisions. Okay.

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You can't vote.

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Hopefully seminar jump on in the next few minutes that's my hope is.

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So as I mainly are or cannot set the agenda for the next meetings like are we going to do the split again or.

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Um, I think that you can make decision about meetings I just think you can't make mean as far as how you're going to proceed. And I'm hoping that Jana is going to jump on and just a couple of minutes.

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So moving on up with an earlier meeting with hers.

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All texture real quick.

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Maybe you can start with something else.

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He just because I was gonna say we couldn't do we can't approve minutes either then, but now we can.

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And you all have a lot of minutes to improve so I'd like to check that off, because you had Have you guys had all the minutes from the several meetings that weren't so

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well so if we also show Janet present.

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Courtney if you want to do the public comment.

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Yes, we have grown Causeway

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coral. Good afternoon. Hi. I don't have any comments today.

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Okay, thank you.

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That's it. One public attendee Courtney I have a question. Yes, ma'am.

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Regarding corals input in the past and her bit notes. Are we allowed to consult her or ask her questions during this meeting, you know, um I think that would have to be a speaker situation that's on the agenda.

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Okay, okay. Kathy correct me if I'm wrong.

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No worries.

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Okay, you just want me. I'm no sorry I try mute button, the video button.

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I honestly think it's up, it's up to the condition if they would like to ask questions for clarification and she's President and I think that they can I would just be careful about, you know how much time you're spending because of all of the things that

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you need to accomplish but if it's during public comment time then it shouldn't affect the agenda. Yeah.

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Okay. As Chair Can I say go for it.

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Yes.

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But and I don't want to take a lot of time.

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It was just the amazing input that she had given us.

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And I don't know she, she gave us a lot of scenarios situations. So, but we'll get to that, when we get to it, so it's okay, I just wanted to double check with everyone here.

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So you don't want to ask her questions now.

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No, we're good. Thank you.

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So next on our agenda is Shannon, I didn't know you got a new last name on the agenda.

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Soc funny I got not one last thing I

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did I did I put Shannon Larson, are you pushing Smith.

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Fine.

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No, no. See how many people read the agenda.

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Look, I read it. Anyway, if you want to do in service subcommittee. For is yours.

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Um, one thing that we that I didn't like to put on the agenda is approving of minutes, so we need to do that for those three years, three meetings on

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make the motion to approve what we got, because there were there were two meetings actually right the two agendas that we received.

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I believe.

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Sorry I believe there were three there was

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January, January 5 12 1919 with the town hall, right, you guys had, there were minutes from you remember you guys had that meeting after the town hall.

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There was an official commission meeting. So there were minutes from there, all of them are pretty brief except the fifth.

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I said I. After reviewing them I would make the motion to approve them.

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I'll second that.

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Okay.

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Oh favor if either raise the hand.

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Looks unanimous among those present.

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And that was Shannon with the first installment the second.

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And then, we do have Bobby Baker which I put you guys are putting

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in my email to you the keys present, he doesn't have anything to present necessarily but we asked him to attend to. During this in service part to answer any questions about how in service is brought to agencies and how that's the purview of post so he's

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here to answer any questions you guys may have for that.

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Now you ready Chris

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Yeah Did anybody have questions for

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about the, the requirements for in service.

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Sony there's I think there's been a lot of discussion among the commission about what we can and can't do, for in service. So if folks have questions, and clarifications about that now's the time to ask the right person.

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Well, this is Jill, I guess maybe I'll just recap what I think and then you can fill in the blanks. and maybe that's the best way to do this.

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My understanding within service there's nothing we can mandate there, we, what we can do is create a very very robust tool kit, and send maybe a couple send maybe, maybe I'm making this part up maybe send a letter out.

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When we make the recommendations explaining what we've created, and why we see the importance of it.

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and and make the recommendations to use that very very very robust tool kit which involves sample curriculum sample lesson plans, as well as resources that which are disabilities specific resources on expert content experts in our area.

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What other information that we have in there tick techniques for interviewing, any of the resources that we put in there and you know makeup kind of highlights what we've put in the toolkit.

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And at this point, we can't we can't make a mandate, but that what we are doing is making a strong recommendation that academies, and, or, excuse me that departments and agencies that they use that toolkit and why.

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And the reason why is that, am I missing anything or you are right on. When Courtney told me about that you guys were going to do a tool kit I thought that was a great idea.

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agencies or I will tell you agencies are always looking for new training. So, and more robust and better and detailed it is the better.

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So I give I, we have the same thing with mental health for law enforcement, we have a tool, a tool kit in our on our website that agencies can go in and look at stuff there say, so it'd be the same type thing and we promote that.

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And we would do the same thing we would promote this letting sees now that it's on there and if you guys want to put even a letter in that tool kit. That would be good, but a tool kits, the way to go.

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Like I said agencies are always looking for new training.

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So, I can help promote it any way I can. Because I talked to every agency multiple times a year so I can promote it that way. But that that's really about it, without a mandate from the legislature I can't do anything else.

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So I like the direction you guys are going.

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Within service so

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I'm just talking away. Here's my follow up to that then, um,

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Since the town hall. I of course have a lot of people reach out to me as well. I'm trying to do my best to explain exactly what I just said.

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To be able to, to have people feel positive about the work we're doing, but also that they understand that we're we hear the frustration on some of the shortcomings of what we can do with with disability specific so on and so forth.

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So my question is, what can we do and I had brought this up and Shannon will back me up on this set. I would, is there some tool we can come up with that can show some data that shows how often the tool kit was accessed if even that, that we can at least

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even see how often it was accessed because I don't, Because if we do end up wanting to do further legislation or see the quality control. I work in a worldwide like that and we all do where we want to see the data to see if it's being used, and if not,

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why and how can we improve it and so on and so forth so do Is there any kind of anything we can implement that would show, even as simple as like I said accessing it because I don't, I don't know what else we can do right now through our website or, I

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don't I don't see any way that you would be able to track, who's actually gone in there and what tools they've taken out of it, because some will take lesson plan, some will take all the contact information, you give them.

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I, there's just no way to track it that way. The only way that I can track it is if they create something, and then their officers, take it and they put it into our

database as a training.

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That would be the only way I can track it, so.

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Other than that, unless somebody with way more knowledge on the database as far as tracking that way I don't think there's any way that I know of that you gonna say Bob.

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The only other thing I can think of, because I hundred percent agree with you, with the limitations we have with our technology right now is that one other thing Joe that we have done in situations like this, and it is good to think about it now because

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in the past we haven't we've had to kind of retro actively do it is surveys.

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Now that's not the best way but if we know about it ahead of time what we could do is when we put the toolkit out on our website, and then like Bob said sometimes we'll send an email out to all certified officer saying, we have this new training and,

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you know, here's where it came from and here's all the great things you can use in the tool kit and we encourage you to do it, maybe when we send that out.

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We could also say and we're really hoping to get information about if it's useful or not.

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So what we could do is develop a survey then, and start putting it out like six months after, and then a year after and in the survey asked you know we don't do long surveys because we want people to answer them.

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But, just some questions like What do you find useful What did you use out of it. What did you find useful, and then like what would you do different or what do you think would be helpful, and then try something like that.

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Okay, because I that's great that's a start and because I just want to go on record as saying that this is extremely important to me. We want to be able to see that the work we're doing is useful and being used, and I mean that's what we're being charged

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with and so I just want to go on record as saying that it's super important for me that we have some kind of a catchment for some data. It won't be empirical evidence of course but at least with least we could do that.

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So, just to be in the minutes that's what I would say.

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They can, we can try it, and less.

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I would give it a few months so maybe like in the summer.

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Put a survey out, see if anybody's used it, like Kathy says, and we use like Survey Monkey and stuff like that so.

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And we have something with Constant Contact well we have contact with every officer in the entire state, and email we can send to them. So we can go that route too but probably the survey Kathy makes a great point probably be the only way right now that

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we could track it.

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So, until it's mandated there's really no other way for me to do it. So,

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I have a question on tracking, I know my agency is really good about putting every single thing I do in your guys's system, whether it's briefing training or, you know, in service or whatever, how better the other agencies, doing that.

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That'd be.

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I'll be honest the smaller agencies are really good at it.

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They put everything in there. The larger agencies, because they have so many officers.

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They may not put as much, but I really have no idea, because I don't know what training somebody attended. So, whatever trainings in there is my assumption that's what they've attended.

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But I have no way of knowing if that's everything.

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Usually I'll see an agency just put the 24 mandated hours in there. If that's all they're going to do.

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But as we've gone further into this more agencies are using it as their main tracking database. So, I don't have a number, how many agencies are doing it but a quite a few are actually using it as their main database, especially the small medium sized

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agencies. They put everything in there.

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Well I know some still I know Jeff Cohn Lakewood are not Jessica liquid so uses a cadence for all of their tracking. We do.

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Maybe we can make some assumptions based on.

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If an agency is putting more than just those 24 hours and then they're probably putting. Most of what they're doing in there, and use that as a basis of determining whether this has been done or not, if they're putting more hours than the 24, and they

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and they have nothing related to this they're probably not turning it down.

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And that's, that's the majority of agencies are using it.

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So, which is a good thing.

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I can tell you guys just from experience it takes me a good 35 minutes to put a class is not required in for everyone who attended a training that's not required.

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So I think the majority of what is being implemented like Bob said is, is they're required 24 hours. So my question was Bob is, if we could make it a requirement to show proof that they included this type of or this nature of training into what they had

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done throughout that year, or like I said end of summer or end of the year. Yeah, I can't require anything like that. Yeah, we can't. And that's, I think that's the

hardest part you guys is we can't require them, showing proof of

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any type of dissemination of this information, because in rule it says specifically that the chief executive every agency decide what goes into that database, not post.

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It's very specific.

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So like, yeah, I'm sorry.

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So no, I just think that's why I think the survey monkey or some kind of survey would be the best bet because I think you would hit. Now, we all know surveys you don't get 100% compliance so you you hope you get a good number.

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So, I mean, that's what we have to work with right now. So, and I think it's great but,

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I mean, what else do you guys have about trying to track this.

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Once it's implemented, or not even implemented just suggested.

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I mean how we're going to track that performance that delivery.

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I mean you're in a tough spot Bob there's not much that you can do outside of that require 24 and then 12 for perishable skills so

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this is gel so i think i think it's a start and I think we, we have to build on what we can. I love the idea of setting out the survey, six months and then at 12 months and maybe that reminds departments, whatever that reminds people that it's there.

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You know it's you guys don't want to hear this but I mean that may be something that goes back to goes back to legislation to mandate, even just showing proof weather and then and then the next piece of legislation mandates in service which I don't think

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is necessarily the best route to go, but at least we can get some data so my question was my next question was, since we know it's the.

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Since we know we're sending it to the from the top to that there's that's who makes decisions so chief Gordon You're the one who makes decisions on in service programs, is there.

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Can we send a letter to those to those heads of those departments, to be able to express the why we talked about the why a lot in our, in our groups of why are we doing this, and so is can we create a letter that isn't buried in a toolkit, but that is

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a letter that's going to go to go to Chief Gordon saying this is what we're doing an answer to Hb 2222 11, and this is why and, and we encourage you to implement or make strong suggestions about incorporating this into your in service training I'd like

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to send a letter, other than buried in a toolkit. Yeah. a letter would just be one part of the communication that will be required to be honest with you.

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Imma be honest with you. If 100 letters are sent to the police department I might see like three of them again intercepted they go on somebody else's box people are looking out for me looking out for me.

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Really there. Lot of times they're keeping me from the community but anyway.

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A letter would be one part C ACP conferences.

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The other a lot of counties have a meeting every month that the communication part pieces one part, but she's in sheriff's have a lot of autonomy.

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And it still doesn't guarantee that it's going to be done.

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Right now, and I mentioned this before the governor, and a bunch of police chiefs and other practitioners are talking about investing 113 million dollars in the public safety.

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A huge aspect of public safety, from police and fire perspective anyway, his training is post getting any of that money.

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If not, maybe we should have a conversation with the Attorney General, because he's at those meetings, I saw at least I saw that one. Governor meets with us every month.

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It, there are some things that post should be able to do like have statutory rulemaking authority, so that we don't need a law, every time we want to make a common sense change that's best for the profession.

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I'd be more than happy to bring it up but I don't want the Attorney General, shooting daggers at me for speaking out of turn. But again, the letter is one way, but we need structural changes so that we can have consistent training, police chiefs are always

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whining and I'm one of them to about unfunded mandates, that's a real thing.

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That is a real thing.

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Why don't we add eight hours in service.

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Because all departments do more than 24 hours anyway. At eight hours require 32, and that additional eight can be dictated by post, not suggested.

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And if that causes us have to use reef resources when really it's just the classroom, most of the time.

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Maybe some of that hundred and 13 million could go towards that.

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But again,

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nice to have and wishing people do the right thing. The majority of people are going to, but it's not the majority of cops that are getting us on trouble and in the news.

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So we need structural changes.

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Have a question, or actually a response and Bob can probably add to this chief but one of the issues is the post receives funding through, we don't receive general funds we receive funding specifically through the \$1 fee on vehicle registration.

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So that was one issue. The, the other issue

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that's above our pay grade about you know whether the money is going to come to us or not. We're a type two board, and so we do have the rulemaking authority, and we promulgate rule, but not the way a type one board does.

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So, we still get a lot of our purview through statute.

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And so, that's just the way the board was constructed.

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I'm not saying it's right or not it's just the way it is.

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Yeah.

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It's not above, everybody's paid raid, and like I said I am willing to have those discussions, along with the Attorney General, with the governor and members of the legislature.

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We've got momentum now.

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All even though the last couple of years were extremely painful.

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And literally, it has given us momentum, it's given us a podium and it's given us a forum.

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I think that with the right amount of focus, we will we would be able to change some things.

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The other thing is at the, at a certain date this commission is required to submit a report back to the legislature specific to how implementation is going.

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So doing surveys, and obtaining information specific to how agencies are utilizing the tool kit and then how the curriculum is being used, and if it's improved.

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I mean, we'll have to figure out how we obtain information from academies it's easy

for me to get information from academies, but how what information that is specific to that report you know will need to be determined what so that it's meaningful and

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like Joe was talking about, you know, it may not be evidence based but really truly good meaningful information to go into the report, but that report goes straight to the legislature specific to this legislation.

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And I think the idea was okay, that would help them move forward and know if further action needed to be taken or if this was sufficient.

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I'm writing things down.

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So I might not be a chief executive of an agency.

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But I am more than happy to go have that discussion with the leaders of our state concerning you know, I live here too.

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Yeah, I mean I don't want to start any fires at post.

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I am I am known for blowing things up.

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But I think that training, as I said before it's one of the pillars that you build a police department on post is extremely important. And I think,

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just know that there are opportunities now that we can take advantage of I don't mean to commission. I mean the profession that we can take advantage of now, it doesn't have to be all bad.

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We look back at what happened to us in 2020 and 2021.

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There are some benefits and things like this or that benefit.

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If you brought up great points to about.

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ca CP and see Soc. Plus, you've got multiple organizations. I was just at the North East chiefs and sheriffs meeting so at word can get out that way. Oh yeah.

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And we meet in Adams County every, every month as well, along with Neil.

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Yeah, and the greater Metro Chiefs Association so there's there's organizations we can get it out there also. Yeah.

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I mean I'm willing to go attend. And I think my Sheriff would back me up as well to go and attend those types of meetings to kind of get that word out as well.

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I think that would be good just to get on somebody's agenda.

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Let them know what what you guys are doing. So, I don't mean to, I don't mean to put Jennifer on the spot, first of all Jennifer's had her hand up for a long time but, um, you know, I think, if you could take Jennifer, or one of us as family, or advocate

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and advocate representative, along with me again, I keep thinking, you don't do anything to a group of people you don't with a group of people so I think it would be, I don't.

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Again, I don't mean to put Jennifer on the spot but you're so eloquent Jennifer, that I think your voice is strong so I, you know, I think that would be if it's appropriate if you can ever get on these agendas and be able to speak about this.

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I think it would be important to have a, like a co team.

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If that makes sense.

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But I'm Jennifer has it absolutely makes sense it's one of the things that I talked about a lot when I do training with other kids and representatives from my community that we let each other credibility.

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And this will be one of those opportunities to lend each other or credibility.

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Jennifer, go ahead.

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Thank you. I really appreciate that gel I think that's a huge compliment.

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Thank you for your support. I'd be more than happy to help with anything and I'm really pleased by this conversation.

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We've had, you know, we have policy meetings on a consistent basis with dc dc with other people in the disability community and they're already asking what else needs to come out of this in terms of legislation.

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So if we, if we can be helpful, rather than stepping over somebody's head I think that would be way better. And if we can work together for making policy changes I think that would be really appreciated and you would definitely have support on our side

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if, if we can work together.

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Are there any other questions for Bob's to respect his time.

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And I was just curious if I don't know what jealous hearing from other people. I was just concerned.

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Just because of the climate with our toolkit, if, if people were worried about sharing their resources and not having be taught by people from our community.

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And it sounds like you really don't don't know who's going to be teaching it.

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But do you think that you know just coming from somebody from post Do you feel confident that they would reach out to people from the disability community and have them included.

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Um, I think that can definitely be one of the recommended recommendations you guys make, especially if you're going to list instructors and people who can help teach.

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Yeah, I mean, MCs are pretty good about reaching out to the experts and not trying to teach on their own. I mean, I have seen that over my 25 years. So,

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and it would be nice if you guys put in there a list of instructors that were actually willing to go out and help and teach and stuff so.

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But that's part of the issue is they may not have somebody So, but if you make that available.

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Then, that, that will be much more helpful.

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And with that you guys did you see, we're going to get to that point today but if you looked at the sample lesson plans are the examples of the key points that we think should be discussed in that training on the side it says, Every anywhere possible

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please bring in an expert on that subject. did you guys see that.

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And I think like Bob said that would be part of that recommendation, but we're actually trying to put together a sheet of recommendations or best practices that they could follow so that that was definitely a part of it, Jennifer.

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I know I'm hearing that from everybody but I just didn't know.

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You know just hearing about from Bob's you I think you mean you will to convey that to other agencies they think it's helpful. So thank you. And I will chat with you.

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Shannon, I know exactly what you're saying.

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That's what I'm hearing too is that people. I've heard in the last well since our town hall. They want to know, you know, everybody wants their curriculum to be incorporated right everybody wants to be wants their, their work to be incorporated into the

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training to which I continue to say come to the meetings, you know, this is your public This is when you can make your suggestions, but then I do take the time to explain that we're creating this pretty robust tool kit and recommendations, but I love

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what you said Bob about because I think having given you know making the recommendation in a, in a letter or a cover letter or what have you, making that recommendation you know to reach out to your content experts because Jennifer has worked hard to

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create that list, and I'm sure, Jennifer you have a list of people who would like

to, you know, submit their curriculum but you know if they want to partner up that I think with departments i think that that is a really great thing, and I think it's really

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important for us to put that in that letter, but that's exactly what I'm hearing Jennifer and I also heard. I've also heard that, that I was asked if we if I was experiencing frustration because of the pushback on this to which I said I didn't feel like

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I don't feel like this group has had any I don't, I feel like we're all on the same page I feel like we're all working toward the same thing. I feel like we, you know, even if we disagree, we still discuss and find ways to massage how it would work.

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And I personally feel like all of you have, I haven't felt like there's been defensive pushback at all. So I've dispel back from my perspective.

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And so that's, you know, bureaucracies bureaucracy and so we always run into some of that but that's the other piece that I've heard, along with what Jennifer brought up about specific disability.

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I pointed out how on one strong Blaze and we got into kind of a heated conversation about.

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I think people who hadn't attended all the meetings and hadn't attended the town hall had some assumptions that weren't accurate. And so I think it wasn't helpful when we were just asking for resources so I think that's why there was an impression.

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But yeah, I think you're absolutely right. I think that we're all on the same page, and I also I'm sorry Bobby know we're taking up their time but I also really want to be chief burden because I got so many compliments after the town hall.

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You know, especially for moms who have just struggled with this for so long and I think they know that you know that one of that is not going to fix everything but they just felt very hard and very understood and that was a very positive experience.

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So thank you.

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Thank you all, actually.

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Okay.

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Okay, well I don't see anyone else wanting to ask.

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Bob anything so Thank you Bob, we appreciate your time.

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Bye. Thanks. Thank you.

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Sure. Is there anything else that you wanted to talk about with the service side.

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We can talk about it. How's everyone here had the opportunity to look at our, our proposed okay so I'm calling them lesson plan, but ultimately it's just a guide.

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And it's a very long story, they were a lot more comprehensive prior to last week.

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But at this point.

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They're just kind of a guide for key points that we want agencies to discuss now their bare minimum right now. Okay, so let's see Courtney I am I able to share.

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Again, let me see here.

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You try and I change the setting. During last meeting. So hopefully,

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let's see, I'm trying to share my screen guys so we can go over what we call the lesson planner what we kind of put together for it.

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You know,

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I have, I have shared screen on mine Do you not see it on yours. No, that's perfect if you don't mind sharing it.

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I don't have the documentary wanting me to share

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this one that I pulled up let's do the Deaf and Hard of Hearing lesson plan is someone that you just send out.

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And I saw a few of you download it. I got a receipt for that download.

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But ultimately, what I'm looking for is feedback from all of you, I'm not going to, so I did. Deaf deaf and hard of hearing. And then, also, am I here.

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I have to get into the file share really quick an awful lot.

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No, it's okay.

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Spanish should say, there should be a bright green thing that says share screen. If you move your mouse around you should they should pop up with all the other controls. I can chime in here. How about

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these these guys right I think I fixed it last week. Yeah, I can see it. Okay.

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You got it.

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See I have it up right here.

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I apologize guys, I have the zoom meeting the other day, but at least it's coming up now.

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Then Sure.

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All right. Can you guys hear me Yes, yes I did we got it.

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Say it again Joe.

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We got me can I said we've got everything here.

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Okay, perfect. I'm glad my word is working again.

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I so ultimately what what it is, is this is kind of my thoughts we would put together. It would be an ultimate toolkit so for in service training you have these lesson plans here.

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For each topic, each disability that we want to have covered, again we have to have that disclaimer in the recommendations cover sheet and everything else that we're putting together, that this is an all inclusive.

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Okay.

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We want to make sure that each individual agency has the ability to incorporate their creative freedom with this, but still meet certain learning outcomes and standards.

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Right. You're granting me Chris right.

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This is the reason why I'm grading Yeah.

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So this is kind of what we have worked on putting together for the hints of his training aspect. Again the specific performance outcomes for our entire program will be listed separately.

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Okay. Have y'all had an opportunity to kind of review those

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maybe hopefully the items that are highlighted here.

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These are key points that we want to cover in the training, okay is not all inclusive. Don't feel limited please expand this information. Right.

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You need to expand it as you see fit for your agency.

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We want them to utilize the items in the toolkit, which in my mind if we present those separately, and all of those resources that we received from everyone.

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In a separate toolkit under each listed individually or, I don't know, disability, each subject matters, I'll call it that, it'll be easier to go to those resources and pull from those resources so they don't have to go through a huge all

encompassing

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toolkit, it'll be incorporated with each subject matter.

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And then again utilize subject matter experts whenever available. So, this is preliminary, these are key things that I have picked out from a great deal of different resources on the topics.

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Because, again, I'm not an expert in any of these topics but these are just key points. And please, please, I would like everyone's input on what we should add to this.

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But the recognition and the approach and improving those interactions i think is what is super important about including in these key points.

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So if you have the opportunity to go through there and look at them different types of communications and again this is only for deaf and hard of hearing.

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But we, I would like to create these for autism there's another example for Alzheimer's.

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But it ultimately gives an agency and nice base to pull from.

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And it. I mean, they really have good ideas on where to start and how to proceed from there. That's kind of what in my perception what our intention was was creating this in service training.

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And again we have Alzheimer's and dementia, and then ultimately you guys use, I stopped at at those two, because I wanted to have this meeting to have an idea of where everybody stands with this because it's it's a lot of time and effort to put into this.

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Right, Jill I see your hand up, I'm trying to go back to the regular screen, I don't know.

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The worst time with this you guys all this talk while you're trying to do that first and Shannon, I am so sorry about your hard drive and your, I'm so sorry I can't even imagine.

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It's okay but I was stated, I can't even imagine, this is just a piece of and I'm sure.

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And I was as if I'd heard a horrible story when I, when I heard when I read the email.

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So my question is, and I, and I know I've asked this question before so clearly I haven't heard the answer in a way that is saturating into my brain.

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If we make, if we're creating this toolkit, how much freedom, do we have after our recommendations in what two weeks, to be able to make alterations make changes, enhance what freedoms, do we have to the toolkit.

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After we make the recommendation. Our recommendation and the reason I asked this second piece of this is, in an effort to, you know, I can review deaf and hard of hearing, but I am not a person in that community.

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So what are we missing, that could be a key point in that, and I'm just using that as an example. And is there. Can we go to a, maybe, maybe it even becomes somebody out of the state like a national organization so we kind of take ourselves more turn

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objective place to say, what, what, what do we need to have here, or do we have the time or the opportunity to do that as we're talking about improvements within the next.

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Whatever our next process that we're going to be working on improving, improving, and I clearly do not hear the answer every time you told me, Kathy every time you and coordinate have said the answer to this.

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Do we have any latitude to make alterations or changes and improve upon or grow out the, the toolkit items.

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My answer is you need to present something to the board.

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So the February 20 deadline is to provide something for our board meeting, which is on March 11.

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And so about February 28 is cutting it super super close we're already going to be behind because we present, all, all of our items in writing to the Attorney General for his review to prepare for the board meeting, even prior to that.

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So we have to actually give them an amended packet with your recommendations.

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So there's that.

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The board needs something.

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Because in services tricky, and the board can't dictate in service.

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I think what they're approving as a concept probably.

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So, in my opinion, and this is my opinion, and I am not the training manager like Bob was.

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But in my opinion, they're proving that concept, and they are approving the toolkit.

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So, so no so they, they may endorse it or they may say, yes, this is great, we, we like this We want you to provide this, and in the past, they've done that before.

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Even with the curriculum subcommittee Janet me remember they said, We, we like what you have so far move forward with the keep building on it, that kind of thing.

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So, I don't see it as you can't continue to add and improve on it.

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But, but that would really be the Board's decision not mine and I hope that that helps.

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So, kind of what I hear you saying jealous. So say we, we provide whatever content and then three months from now we come across something or somebody provides something that.

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Holy cow. This is really really cool. We want to provide that to everybody, as well and so say we have all these resources on the website.

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Adding another link to that website saying hey here's another cool thing under this topic. And will we be able to do that. So am I hearing you right.

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Yes. And, yes, and I would still like to say that, you know, for example what Shannon just showed us again I'll use the Deaf and Hard of Hearing one, you know, is there something.

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Is there someone we can have a subject matter expert who is not somebody at this table.

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That could take one look at it and say, this is great but this needs to be added or like to have a review from from from some from an organization or, I think that would be awesome Jill and I think that we could have that but they're going to have to

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put it in writing and give it to Courtney, because they're not those voting members of the Commission right and I really think it's a possibility but how much time do we have, like I and I.

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recommendation I see, okay, so I think it's a great idea, needs to be done, but I think that can be some of our further work to discuss it, but I just wanted to make sure, and we don't have definitive but Kathy what I heard you say is that they're making

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they're proving a concept, which means that, that's pretty vague and ambiguous. And we've got the concept, right, so we've, we've got a concept to recommend.

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And so I'm not suggesting that we wait and not have something I'm suggesting that that might be some more of the work that we do after March, because we're mean I'd love to hear about your lives every month but I mean we we could be doing that kind of

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work or strategizing about how we can be.

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I don't want to say marketing or networking but whatever we need to do next. So, grow and that's what I'm suggesting

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in Indiana. I'm so nervous. First up, now, so these these ideas, and honestly,

these lesson plans, literally are ideas, these are just key points to discuss.

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But I think if we present them in law enforcement agencies as a lesson plan. It gives them that sort of guide, because this is certainly not a good example of what my lesson plan would look like for a certain subject matter.

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But I would like to hear your feedback a lot.

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I'll be nervous.

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I would tell you Shannon that.

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In light of all the Academy's we've reviewed in the last five years. This is like head and shoulders above a good half.

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So, Don't be. Don't be embarrassed yes it. Thank you. It is very bare bones. Yes.

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I would eat a lesson plan needs to tell people, I kept pulling back up.

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What all to say, so you can see this being delivered fairly quickly and not, there's no discussion, there's no examples.

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Maybe videos or, you know, there's a ton of stuff that can be at it.

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But I think the content is good, you write in complete sentences which just warms my heart because we don't always see that either.

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There were a couple of things. First of all you need to move, just be make make your notes that are in highlights. Make that a separate section so move the content down on the left side so that people don't get those confused because normally what's on

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the right side refers directly to what's on the left. So you want to leave room for people to add their own notes or whatever so I would just space that down but I think you also with all of them just based on the conversation that I've heard so far,

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you want to add a purpose, an anticipatory set, possibly an attention getter night, and we have content, because you want to really establish the mindset of glass.

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Yes, that is one thing I was going to get to we have actually decided we're going to do a cover letter of recommendations. And we're also going to include a cover letter of the life, what is the purpose of this Where did this come from Why is this important

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for all of you. Why is it important for me. And that's something that another commission members actually currently working on.

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But we didn't talk and I'm glad that you brought that up. And it's going to be interesting and Erica worked on this specific outcomes, versus each individual, I don't know if you saw here, each individual specific performance outcome for the topics.

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Is that make sense so we're going to have an or our commission objectives, and then we'll have the performance outcomes for each individual subject matter.

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Along with that cover letter of making those recommendations on how to deliver this information as well as our why, and our purpose. I just wanted to throw that in there but that's, that's perfect.

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Can you too hot and paste some of that into the individual lesson plans. Is that possible. So yeah, I would say that you're learning, take your learning goal very seriously.

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And, I mean, this one is really good but you might even add something a bit more specific in regard to this subject matter, deaf and hard of hearing. Okay.

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You guys didn't want to grow go. Do you think it's important.

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Or no, I think an overall goal is, listen, this is, this lesson plan, and this template you're using is the one we recommend or not recommend but we offer.

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You don't have to follow it, because it's not being. You're not subjected to the rule 21 requirements here.

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At this point, I mean there's probably not going to hurt to leave them there. But

some of the things like the required hours and all of that, that's, that doesn't apply here, although you might want to put suggested hours, or like I could, I could deliver

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all this information in about 15 minutes. Yes, or I could actually teach a class where the students have to apply it and take four hours or whatever your, your concept is, so you might want to suggest a number of hours just, you know, to cut that also

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communicate something.

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The other thing is I would actually list, either. And I apologize if I didn't hear this correctly because I was writing in your toolkit or your source material.

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If you have it, I would.

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I think one document with all the source material divided by topic is a good idea.

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And then I would think, either on here, put, you have listed separately. I would put the topic like listed separately under deaf and hard of hearing, by our deaf and hard, and Hard of Hearing section of whatever document, and maybe even a link to it.

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Because the link will survive. All of the copies.

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I didn't mean to interrupt I'm sorry. So, what, what we did in the shareholder. Is it is ultimately our resources, all of the resources that we utilize to get this information, as well as a folder of a toolkit resources.

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And I think, I mean we talked to Kathy Kathy said it would be a possibility to list these individual topics, under the Commission on the post website.

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So what they would do is they would go they would access, deaf and hard of hearing, they would have the sample lesson plan and the key points, they would have each, each and every single one of these folders in my mind would have the overall goal, they

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would have the, the recommendation letter, it would have everything, each single one.

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And then you'd have your lesson plan you will have your ultimate resources, and then that toolkit, and that token is where you would find all of your videos and all of that other information that you could incorporate in that training, and then your recommendation

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of the suggestion of ours is something that our subcommittee has discussed a lot, because we're all on the same page we don't want them delivering this information in a briefing training right when it to be taken seriously.

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And we would like to recommend a certain amount of hours but that's a good question for the commission. We haven't come up with that recommended.

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You know, number of hours. So, while you might do what the post curriculum does and it has a recommended minimum.

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And the. So, if you, if you're saying, and there's I'm not seeing.

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Well let me look at it again.

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One thing that is important about this is that it's not weird setup is not, it's not meant to be what you actually teach this isn't the actual outline you're going to teach from it all the resources, the final outline and everything you're going to go

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with this is a starting point this is somewhere and someone can go like for me the hardest thing to do is to get started right. So if I have an outline a basic template, where I can start from and build in what's particular to my agency.

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I like one video but not another video. I mean all these different things that I can work into create that final course outline.

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This I think was just intended to be that initial starting point. So the agencies have something to work from.

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Right, rather than before, hey, Here's your actual course.

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Yeah, and that's that makes perfect sense.

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But one thing. One way you can control how its taught is through your learning outcomes, and none of them are reality based, none of them are asked there, they're all cognitive, in the sense that they can all be delivered in a classroom with the PowerPoint,

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in a lecture or whatever.

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So you might think about that if you want to say.

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You need to do something with this.

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You might want to suggest that, that goes in your learning outcomes, I would say, okay, and I wanted to ask you about that so if if we were to amend our learning outcomes, to have.

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We'll just take for example, the student will explain the student will discuss the student will learn. You know the student would describe all of those key words that we, we really need to ensure that there is some sort of outcome from the student.

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How do we assess how do we assess that delivery. I mean, do we need to create some sort of, you know, rubric to assess that I mean, do we have to ensure that there are discussion points in this topic, or for that subject matter how do we do that.

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That's kind of where I'm stuck I, I certainly want to amend the specific performance objectives to include that but I need to make sure we have the ability to have a means for assessment.

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Later, by assessment you want to test their knowledge check their proficiency, you want to check the instructors proficiency, or the way for me and I think for Jill and Jennifer and things that we have discussed it most likely would be assessing that

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instructors delivery. Yes, you do that through learning objectives.

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Now, based on outcomes and objectives outcomes literally are, what do you want the student to have or know at the end of the class at the end of the training.

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These are all written from the instructor point of view, what the instructor is going to do you want to write him in terms of, like, the second well the first one.

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The student will recognize indicators that an individual is deaf or hard of hearing. So that's, it's a pretty, they're all pretty easy to switch you just switch, you're switching the emphasis from the instructor to the student.

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And then a way to drive the presentation is to say, through. We've decided I guess in the curriculum committee to just kind of go with the generic through reality based training,

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which can be a video, it can be a panel, it can be a role play.

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It can be a written fact pattern.

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But it always all reality based training, always requires the student to do something, Right, so that you can add that.

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Like a proof that that clause, or prefix to the sentences.

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And before we get way too ahead of ourselves so far everyone who is here are you on board with this for the, the delivery for in service training, because I promise you it takes a lot of time and effort to put all of this together based on the resources

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and everything else. And if this is a delivery method that you agree with and I'll continue with working on it, but if it's not something that you're interested in, then maybe we should look at something else.

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So this is Joe I mean having not taught.

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Peace Officers are put you know first responder training I you know I teach and I teach different things to different people but not this so I, from my perspective, I like the direction, but I don't know what I don't know.

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So that's what I.

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That's my that's my that's my little out.

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That's how I feel too. I'm not sure.

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I, I've been, I've been training law enforcement. Since 2006, so I I'm kind of, I mean I'm very I feel very confident I feel very familiar with what law enforcement agencies would be able to receive and pick up on and then disseminate appropriately.

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I just feel like they have to be given a base of at least where to start kind of like Chris said, if we don't know where to start. That's the hardest part.

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So, here you go guys you're, you're, You're everything is started for you, so please put a little bit of effort in to make it yours. Right, so you want to keep it you want to keep it robust enough that it's going to be useful, but not so not so heavy

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that people feel like they have to follow too much, you know, we want them to have some creative and then we want. We don't want people to open it up and go oh my gosh, this is too much for me to do.

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So you got to find that sweet spot and I think you're, I think you're I love what you just said Janet about the reality based learning, I think, is how you said it, because that opens it up to being able to have do have panels that opens up more of what

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Jennifer and I talked about a lot which is bringing you know bringing more of, you know, people with disabilities into it and how real more reality based because I can't like I said I can't do a role play effectively about somebody who is deaf and hard

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of hearing, because that's not, I don't walk in those shoes so.

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think Shannon you're right you're gonna have to find that sweet spot of robust enough but not too much.

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I like the way you just phrase it to Shannon that you know here's, here's your start now take it and run with it and own it, that'll also create that sense of ownership with whoever is presenting it and hopefully they'll do a better job of presenting

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them rather than just if we give them everything. And here they are just teaching off of a lesson plan. I'm not going to own it like you're saying,

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I love it.

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I like the love the concept.

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The specifics.

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We can work on that more but I love the concept. It complements the very basic approach that we're doing in the Academy's.

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It addresses commission members, and members of the disability community's concerns that we address specifics.

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And by always being there at allows agencies to pick what they need.

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At the time, they're going to be some communities to deal with a lot of people with Alzheimer's.

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Some communities who deal with a lot of things that other communities don't. So I love the concept.

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Awesome. Thank you.

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Wendy hi Jennifer know I just learned it thank you for how much work you put into this I really appreciate it.

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No, I just learned it thank you for how much work you put into this I really appreciate it. I was just wondering what you think about Jill's idea of once we've segmented this at having somebody from the community look at over, because I already know what's

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going to happen.

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Because, like, yeah, like even when I was talking to our civil rights attorney

Kevin after he attended the town hall.

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I was asking him for specifics about what lives do you want to see in this you know for the deaf community or what do you mean this to you and he is first thing was what I always say he was like, Well, I don't feel comfortable speaking for them.

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He's a civil rights lawyer, and that is just so embedded into the disability community that you just do not have that right.

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And so I think like, I just think that there's going to be nervousness about this unless we actually do that piece of it, no matter how well we do it.

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So, if you guys are comfortable with that I think that it would just maybe some minds.

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And I think that's a great idea. I think it's, I think it would be an important aspect of ensuring that we're delivering what is needed.

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I, I, again, have a concern about our time frame. I mean it would have to be done very quickly.

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And it would be an expert from every topic that we're doing I'm anticipating creating probably 11 or 12 lesson plans in the next two weeks. So that would be, I think, a challenge, but if that's something everyone wants to have happen.

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And you had those contacts then we could ultimately once one is completed, they can review it, but again, they would need to write the review and their wishes and send them to Courtney, and then coordinate could disseminate it to all of us and then ensure

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that we agree on any improvements or changes on them

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back to what our deliverables are right so what are what are we planning on delivering delivering the concept are we delivering the actual training. And if we're looking for presenting the concept to host and saying hey this is what we want to do this

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is the direction we're going and they approve that rather than them approving or actual content.

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I mean, we can have the concept, a lot easier than we can have all of it you know review I think you need to give them a sample of something. I mean that would be my recommendation is that they see what you've put together some kind of product, so that

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they know what it is that they are, at least, making some kind of a decision about or guidance with what they're providing guidance about.

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So, even if you have the caveat that you are wanting to improve upon the tool kit as time goes on, giving them a sample of here's what we've done thus far, I think is extremely important.

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Okay.

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And I think Courtney was gonna say something to him say, No, no, no I think to your point about sending lesson plans out to two organizations or outside agencies or public members.

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I think those, the subject matter experts if they're identified as such by who I think that needs to be discussed a subject matter experts are.

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They're not voting members of the Commission.

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So to get and I really would

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just the realization that no matter who you send this to everybody's going to have input that may differ.

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And so that's why that's why the, the post has subject matter expert committees is to go over these very specific things. And so you have a subject matter expert on your commission, Janet, who works with curriculum all the time.

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That may be able to help in terms of having experts look at your lesson plans, versus sending them out to members of the public who were who obviously you're going to get feedback.

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But again, you're, they're not voting members of the, of the commission so you have

to be very thoughtful about what that looks like and one of your example one of you may have an idea of who is subject matter expert is in somebody else on the commission

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may not agree. And it just may create a lot of conflict.

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It may be fine. But just to anticipate those things in the timeliness, and then just one idea to speak to a Kathy was saying you can pick one of your areas for in service specifically if you want to choose deaf and hard of hearing or one of the other

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categories and present that as an example of what the other toolkits will look like for the board so you're not presenting, everything that you have, but this is an example of something.

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Other folks have why you're saying that too is if we send these out to people.

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And as a commission we don't approve their recommendation the animosity that that could create pretty easily if we

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don't follow that recommendation for whatever reason.

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Did you have dinner.

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My thought has involved in the, like, 10 minutes and so financially had it based on what you guys were just saying, then I, I would preface this by saying, I think sometimes you want to burn things down.

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And sometimes you want to invite people in.

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And I think in deciding who are experts are initially.

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We want people who are going to invite law enforcement in, so that they're going to understand the issues, they're going to see where maybe they were

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not guilty but where, where they overlook something that would have made a contact go easier because they didn't just didn't know.

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Now because they were being malicious but just because they didn't know.

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So I think we have my, my original thought was we have to curate it this stuff for the basic Academy, we have to curate it for the service, we have to curate it, and being a curator means somebody here is going to review, or we're all going to review

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and discuss and, and that means, just like Chris just said sometimes you say this isn't quite right, and I don't, I don't know enough about the disabled community to know if there's.

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There are like people are groups that the majority killer fringe. I don't know if that's a thing, you know, you're just way out there, and the rest of us don't really agree.

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You're laughing so I'm assuming you're thinking of somebody or something. No, no, no. okay.

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So, I mean, we do have to have a general agreement that this is constructive.

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It's well researched, it's founded in a real experience, and not overlay biased by whatever factors have previously happened.

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So that's what I mean by curating it. I looked at a lot of it and we'll talk about it.

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I guess eventually. Here are the resources that I sources that I put in for the basic curriculum BJA the Bureau of Justice administration I guess it is DOJRAPD.

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There's organizations that are well respected, we know are doing their research, those are great sources.

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And I think we shouldn't feel bad about using those, and if there is a representative of whatever organization or community that we have that same confidence in.

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Yes, we absolutely should have them vet this stuff. Absolutely.

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But we want to be careful that we're not saying, law enforcement, you suck.

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And here's all the ways you suck. So, we just need to watch out, I think for that.

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Is he obviously from my perspective that's one thing that I have wanted to avoid this entire time. And I have said the entire time or Commission has been together.

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99.9% of the officers and deputies that you come in contact with law enforcement and first responders in general. They're amazing. They're will train they have that human aspect.

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What you're seeing in the media is that point 01 percent. And that's the unfortunate aspect.

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So, as long as we're putting the bare bones facts. I want to call it empirical data in there these are the points that you need to discuss to make sure all of us are in the know on how to improve these interactions with these individuals.

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I think that's where we're from my heart that's where I'm coming from.

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I think we all are at that point but we all want to make sure everyone is covered in all aspects are, you know, just presented and represented i think is a better term represented.

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Well, and appropriately.

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Yeah, I understand I think when I've been looking for sources. I've kind of been weeding out ones that probably aren't balanced.

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I think what I'm more looking at is groups that are radio training officers and already like do this kind of work, and would just be willing to look it over to you know say yeah this fits in with what what we know and rather than me just, you know, saying

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like, well, but nobody on here has epilepsy and so this is what we're going to create a lesson plan about.

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They were really excited that we were going to do this but I'm just concerned that maybe we might miss something in between.

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and. and deaf people in particular, that's, that's something that it's really important to reach out to So,

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Anyway, yeah, those are my concerns.

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But I appreciate, I appreciate your perspective and I share it.

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So,

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We don't have to.

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I'm just worried that that will get something wrong and I want this information to be as accurate as possible.

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Yeah, I think one thing that we can all feel really good about is this is brand new.

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We, we don't have a foundation to build from right this is something that it really is is do so, we always have the ability to improve on this. And if we get it out there and we do a baseline on just a, the simplistic information that we're giving in

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the research that we're doing, then I think we have the ability to grow immensely.

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and it will grow I truly believe that.

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I think one thing that's important is it. So we want to run it by the disability community to make sure that we're getting it right. Right, that's what we're all saying, but we also want to make sure that we get it the other way around to that we get

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it right from the law enforcement perspective.

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I mean, you take a lot like the ADA and the at the ADA was not written for law

enforcement, that's completely evident that it wasn't.

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And that's okay right there's there's exceptions in there, there's exceptions written in for a reason because there are exceptions in the, in the value of the real world.

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So we just want to make sure that we we make sure that that we're going to keep hearing from the disability community that it's culturally competent.

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For the disability community. We're going to make sure we send out is culturally competent for the law enforcement community as well.

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Hmm.

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Go ahead. Go. So, I guess my question is because now both you Chris and Janet have brought that up. Is there something that I'm missing that you don't feel like we're we as a non law enforcement representatives are saying because I feel like I feel like

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we've been trying to be very supportive of how the delivery is so that it is productive but is there something that I'm missing that that you feel that we've been blacks fun, I guess.

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I, from my point of view I think the members of this commission have done a very good job of taking into consideration. Things that have been brought up, I'm more concerned about people outside of this commission and things that they may bring up.

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Don't work. Yeah, I brought up the examples before where I've had training where I'm sitting in a training, listening to somebody talk, who has it's evident they have no idea how you know a lot of person works.

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And of course what happens then we get that big brick wall right and then no good training comes out of that.

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So I just my fear is not with the commission.

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My concern is outside of our group we've, we've done a good job figuring each other out and getting on that same page, like you were saying earlier.

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So yeah, that's where my concern is.

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Okay, thank you. just wanted to make sure I wasn't missing something,

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I'm having a problem with my mute. There we go. So honestly Chris that's, um, you guys thought is kind of the direction that, in my mind, we're heading with the in service curriculum aspect of it.

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Again, if it's agreeable to everyone, we're going to keep working diligently to work on that. Janet, I took all of your suggestions and I'll work on those, those outcomes and that overall goal, and I appreciate your input.

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And you guys, any of you who have input please just send it to Courtney let me know what you're thinking. and we'll go from there. But like I said I'll continue to work on it, I think, a huge thing that we really need to consider with all of this.

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And Chris I don't mean to jump ahead because I think this is on the agenda. But as our timeframe, you guys. I'm not going to be in town on the ninth, I'm gonna have some.

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I'll be out of town.

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And I won't be available for any meetings or anything that week. But I think by the 16th.

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We should all come together, you know if you meet on the ninth just kind of discuss where everything's I and anything that was completed from here until the six and uploaded.

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But from the ninth until the 16th, that's a huge time frame, to really get things solid and taken care of.

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And then by the 23rd, in my mind, we need to have our final meeting and agree on everything that we're going to go ahead and send to the post board, because they need that time the post board is going to receive and Courtney, and Chris and I and I think

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Joey whether we talked a lot about it, our last meeting with the subcommittee.

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But the post board receives a packet of almost 258 items right information that they have to go through and review prior to our work session we have a work session and then we have our meeting.

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And this is something that I think should be buttoned up and handed to them nicely.

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Because like our resources in each of the subject matters should be in a certain format, they should be alphabetical lies and every aspect that we send to them in my opinion should be all standardized.

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So we need to give everybody time who's going to assist us with that, to get all of that stuff done prior to the post board meeting, and turning it over to them.

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So my thought is Shane, is go forth and continue your awesome work.

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All right.

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I can do that, guys. Yes, ma'am. Go ahead, Jennifer, I'm station I was just worried, like, Do you need help with these lesson plans like I don't know how to do a lesson plan, and right.

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I'm kind of kind so with the basic Academy, but like you have like 11 lesson plans to do, and that's like a lot of expectation on one person, especially because I feel like I'm the one that is like putting all this on everybody so is there a way I can

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all right, I think, if I'm, if you guys are interested in taking some of the responsibility would be very helpful. If you want to pick a topic, and then with the two that are already posted there the Alzheimer's dementia, and then the Deaf and Hard of

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hearing. It gives you a kind of an outline of kind of what I was thinking like Janet said everything that's highlighted on that right hand side let's go ahead and move that to left hand side first.

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That's make sure that stuff is included in every single one. You can pretty much the top part of that the performance objectives and all of that will be related to

that subject matter.

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I don't know it's it's totally up to you guys, like I said, a couple weeks ago, I'm willing to take on the responsibility and I didn't share it with everyone but I had three of them completed and they were a lot more comprehensive but I had some major

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computer issues so I lost everything.

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And so I had to start fresh and that's why they're pretty bare bones but.

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But, I don't know, it's honestly it's up to you guys I think it's something that we need to get done.

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So, however, it needs to work out. I'm sorry, Joe, go ahead and Jill and Janet, I just want to clarify. I was under the impression that we said we were going to have one or two samples of curriculum with maybe a list of the other, the other areas that

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we are working on. So, so the the emergence of the time, timing of having all of them, then, is it isn't necessarily going to have to be completed as much as it's.

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This is a sample These are two different samples of lesson plans, and we are working on. You know, these, these 10 more or whatever we have in there. I mean, we don't, is that was that my was that my understanding was that my What do you mean for us to

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actually submit them yeah as recommendation No ma'am I think that they all need to be completed by the time we submit them on what is that date the 23rd 28.

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Yeah, 23rd, the final deadline is a 20, and that is kind of.

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I think my dad is kind of up to you to be honest, you have to present something to the board, you have to provide either your concept or if for like basic Academy you're providing your curriculum changes to the board, and that recommendation is due by

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the 28th of February, which of course as Kathy was mentioning puts us on a short time frame.

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Because the toolkit is going to be maintained. It has to be maintained throughout. Links are going to change the game, you guys talked about before, you may have some wiggle room in terms of the content inside the toolkit.

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If you're presenting the concept and you want to provide a couple examples of what you have I think five categories Shannon, that, that you're putting this information under.

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Yes, you have some, you may have some wiggle room because the board doesn't meet but our what we have to provide a recommendation to the board has to be provided by.

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I don't know you guys I'm under the impression that if we, if we have it all buttoned up and ready to go. And again, you all know this is our initial our initial delivery right and we have wiggle room and we have the ability to improve on.

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But I think the wiggle room is pretty tight, because once Yes, what's the board, votes on it.

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That's going to be given to agencies, and to academies, as soon as possible so they have time to start developing.

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That's why it needs to be done now. Yes.

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Then I because I'm still I still need to thread the needle on this one. So, all my weird things.

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If we have examples, well laid out examples of, let's say two of those lesson plans have to that you have.

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And then state the other, the other categories that we're going to be highlighting for lesson plans but not having them filled and complete, is that in my mind and again that's in my mind that still is presenting concept in Am I missing.

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Do we have to have all, I guess I'm asking again Do we have to have, and I heard, Shannon you think yes we do have to have all of the lesson plans in their skeletal sense.

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And then I but I think it's been left into interpretation, whether we do or not, whether we're if we're presenting the concept of what we're going to be, what we're going to be working on with this tool kits going to contain it.

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You guys were given the purview to define what curriculum met. So if you remember Jeffrey's presentation way way way back when.

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The term curriculum is, is mentioned many many times in the bill, but the definition of curriculum was not included. You guys were able to define what curriculum and your task is to present a curriculum to the board.

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So if you choose to present a concept, aka curriculum for in service, and you would like to provide two examples for that you guys as a commission have to decide if that's how you want to move forward in that way.

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So I think you guys, that's up to the Commission on what you guys do understanding that as soon as the board votes on it.

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That's going to be communicated to the agencies and they're going to want to start developing also considering every agency does it different in service plan.

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some agencies get all of their interviews done in January and February of every year and they don't touch and service, except skills for the rest of the year.

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Some agencies push it to the end, it really is agency dependent. So the implementation is going to go in July, 1, understanding, a lot of agencies have already completed their service, so they won't.

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They may not be implemented until the next year.

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There are just consider those things within service also that academies operate on a schedule, so does in service covert effects in service all those things.

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So, again, it will be given to the agency director and the Chief Executive Officer of each agency the mail have purview over how they deliver it.

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The downside of not having it done is that then you would need to wait until it is done for us to really advertise it, and to provide any kind of surveys.

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Several months after implementation, to figure all that out, the pro to, you know, just providing minimal information to the board and then continuing to work on it afterwards is it gives you more time to work on it, because it's an opportunity for more

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quality to further speed, which is saying preferred by everybody.

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So my said, well, so we have a whole part of our agenda that's set aside for figuring out deliverables, we want to catch the sun has her hand up.

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Yeah, Danny.

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I, I forget who I agree with. Now, I believe, I heard the same thing that Jill did that.

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And, and what Chris just said, I agree with quality, I think, first of all for your sanity.

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You should polished.

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This one, fix this one. Do whatever you want, or had in mind originally for the Deaf and Hard of Hearing I don't even think you need to you, I guarantee you, and I suspect you know enough about the members of the board, they're not going to read all of

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this. They want to see an example. And I think you want to polish up this one.

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Put the, I would recommend that you put sources like at the bottom like a bibliography or something at the end of it.

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Just so it's easy in one document for them to see exactly what you're doing, or we're doing, and go with that because it's going to look more official, it's going to look more credible and the rest of it is just dispersing your energy I don't I can't

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even imagine how you would get all of that done.

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That's yeah that's just too much. So, um, but then I think I, my question for you was how it can we say and I, I understand what Catherine said about you know we we've got to advertise it but we don't have to advertise it the minute the board meeting

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is over.

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We, in theory, they need to know it's a bit going to be available, but there's been any number of initiatives that we're undertaking that took a few weeks, be delivered.

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So I don't think that's really a stopper, per se, but it would give you a month or more. To finish. And the other thing is, if somebody else is going to help you have the one exactly the way you think should be gives them an example to follow.

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So that's my two cents.

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I'm trying to save you.

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I know you guys are so considerate and I so appreciate it because I was given another project by my sergeant.

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And I'm writing all of the curriculum for the dean's office for our new post Academy. So that's very exciting.

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But I've told them that at this point this is my priority right now because we do have a deadline, so if you guys are good with that then I think at this point in, you know, in interest of time and our agenda.

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Let's proceed with that, I will take Deaf and Hard of Hearing as the example.

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It was, it was a little more comprehensive and easier to put together than Alzheimer's dementia because there's so much with Alzheimer's and dementia, so we have that one that we can polish.

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But if you guys are good with that then that's kind of where we'll go from here and that'll be our plan.

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And thank you, Lori we got your message here.

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So, for the in service of you're all agreeable with it for the service aspect we will go ahead and continue on with that single lesson plan as the concept and the example.

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And then from there, we'll work on the other topics the other subject matters. That'll be the plan.

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And like you said, It relieves a lot for me and I appreciate all of your thoughtfulness.

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But to say you know I don't mind putting in the effort so you'll have your chance to put in the effort, no worries. Thank you.

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Oh, I'm sorry I didn't see you. Go ahead, Chris, Jennifer.

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Oh no, that's okay can you guys hear me.

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Okay, great.

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So I was just going to offer if you want I can, I can do the bibliography, if it makes it a little bit faster.

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And if not, then that's okay. And I was wondering.

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I know Chris is in touch with Luke Adams from the Colorado Commission for the Deaf or hard of hearing and deaf blind and he was kind of what I was thinking up to look over the deaf curriculum.

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So I don't know if we're only focusing on that one if it would make sense to send it out to him to look over.

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Before we submit to the board.

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But that would be my idea.

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And we could either do it before afterwards if we agreed on that and if we don't, that's okay too.

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And I agree with you guys and if we could. I work.

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This week on getting it done. And do you think that we could send it out to him.

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You know, I work on it. So I'm teaching the next two days of the track, so I'm not in the office. I could probably have it completely polished and done by next Friday. But that work like completely done and posted and everything ready to go next Friday.

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And then he can review it let us know prior to our meeting.

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The 16th, but that works for everyone.

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Yeah.

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I'll contact me give them a heads up it's coming, so that when he sees it hopefully you can attend to have pretty quick.

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I perfect.

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You know I'm Shannon you could send him a preliminary draft to just to. He might give you some input that you could build in a little quicker, make it quicker.

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Perfect. Okay.

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Um Do you want me to do the bibliography Shannon or is that easier for you to handle Oh, I don't know if you saw in the files there is a list of resources in there, and you could absolutely do the bibliography based on that if you want to.

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I was hoping to have it all standardized and like I said the three examples I had before were, they were in alphabetical order and they were, you know, Emily format and all of this stuff but I don't get that away.

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I just didn't have time to to get it done this time. Okay, I'll do it. Okay, thank you. You're welcome. Thank you know if you guys have any other items for the toolkit.

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Go ahead and just add them in there, Chris, I know that you have a lot of resources so that would be awesome, the videos have been amazing you guys that whole list of videos that you send Jennifer were great I watched every single one of them.

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I mean, these are the things that I think will really help the agency that's what is most amazing.

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So, we mentioned the letter that Eric was writing something can you refresh my memory as to what Eric was writing.

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Oh, go ahead, guys. Why, why are we doing, why are we doing this, why, why are we doing what we're doing and why is this important.

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Our whole purpose.

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Erica is out sick today she apologize for not sending that earlier she's still working on the

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mission statement.

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Alright guys so Chris if you want to go ahead and let Janet, talk about the end service and the, I mean not the way I've inserted on my mind guys, we could talk about the basic in their official Academy, that will be awesome.

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And you guys are going to step away for one moment I'll be right back.

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Cool.

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So yeah, just make sure we are all done hashing out in service and Janet if you want the floor.

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I will take the crumbs of the meaning that Shannon left me.

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But that's okay because

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I feel like we're a little bit more standardized in life subcommittee because we're working with a framework that's already created.

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So we've essentially completed the outcomes, we went over a few today and there was still a couple that we didn't finalize the wording on.

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And maybe like where we want them, which course we want them in.

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I've started adding in the sources from the toolkit.

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And I'm, that's what that's how I'm going to suggest any way that we do the source material for the Academy, that there are such good things in the toolkit.

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We're going to use it.

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So, the thing about the sources for the curriculum. Is it, it needs to be one available on a web link. So, I've researched a few, and put in the actual web link to that document.

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So, we we've had for a long time we've had ada.gov as one of the resources. Well, what were which part of it. And we're trying to get away from that so i i.

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So I've put in where we have web links.

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I've I selected things in the group needs to the subcommittee needs to vet these as well and give their input on it but the things that are researched as I said earlier, they're credible researched and as comprehensive as possible because if you have

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25 sources in the curriculum.

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I think somebody said it earlier, chances are pretty good, that no instructors going to look at all of them. So we want the ones that are on point that are comprehensive that are documented, or, or researched and credible.

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So, but then there's a whole bunch of things that are in the toolkit that our document or their some news stories or magazine articles or so forth that different things like that, that may or may not continue to exist sometimes those things go away from

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the internet. And so I've also put in as a source, the Commission's toolkit and literally labeled it like that. And once it's up on the post website. We can put in a link then to it so it's in the curriculum itself.

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So that's, that's where we are, we still need some refined to refine it, and based on the conversation today.

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I'll make a few changes and then send the revision to Courtney. And if all of you would be interested and have time to look at it and make any suggestions.

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I'm in favor of that I don't think we you know we have the same time pressure everybody does. I'd like to have a pretty final draft next week. So, the curriculum committee meets next Thursday, and they will probably have a little bit of input they did

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look at it already.

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There was some concern that we had so many courses impacted.

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But my argument is we want to keep it front of mind.

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We're not trying to dilute anything we're not trying to take a lot of time away from the other parts of the class but we want you to keep in mind that disability is a factor in this particular thing in vehicle context in pedestrian context in ethics,

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all of those things. There's a piece that you should remember to talk about, and that's essentially how we've approached it. So, that's really all I have to say Jennifer might want to say something.

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Josh may want to add anything.

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Yes, I did want to ask you, are you guys planning on having another subcommittee

meeting prior to say the 23rd

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at all. we didn't talk about it.

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We will have to have that a as a discussion with using Courtney as intermediary, if we need. If we feel we need to.

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I think we're at the point where we can do it through email submissions and revisions and so the reason I was asking is once we get down to the wire and we begin to submit everything.

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I'm, I'm anticipating that if there are questions from the board, I may, most likely be the one answering those questions.

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So I want to ensure that anything that comes up and obviously I think you would be available for the candid

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with them.

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I said I'll be at the meeting. I wasn't planning to be at the works.

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And that's probably where you'll get the most questions. I would imagine, but I can be.

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Okay, so if you're going to be there, then I'm not going to worry too much about it but I wanted to ensure that we can cover any of the questions that they might have about the basic Academy or professional Academy curriculum, or where it came from where

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the concept or in, I think you just explained everything really well about, you know, the web links and kind of the thought process on keeping it in everyone's forefront.

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So, yeah, but I just want to be accurate with everything in case there's a question that arises.

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Oh yes, I understand. Yeah.

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That's all my Jenna, this is Jill I would just say that. I appreciate your how you put that when they were concerned about so many inserts in within the general curriculum because it is showing the full inclusion of our community.

01:51:33.000 --> 01:51:43.000

Where in opening people's minds to oh I hadn't thought about that in this particular in that context. Yes, yes. So I want to really appreciate that.

01:51:43.000 --> 01:51:56.000

That that explanation to them because that that's exactly why we were trying to that we're inserting in so many different places that, you know, maybe think about this and you know an opportunity to consider it this way so I appreciate that you.

01:51:56.000 --> 01:52:04.000

That's how you phrased it.

01:52:04.000 --> 01:52:11.000

Alright so Janet's done in services done.

01:52:11.000 --> 01:52:21.000

So it looks like we're going to need to have individual subcommittees meet next week.

01:52:21.000 --> 01:52:31.000

And then after that will be full Commission on the 16th. And on the 23rd to get everything wrapped up.

01:52:31.000 --> 01:52:37.000

And do you guys think it's necessary for some companies to me Janet just said you guys are pretty well button up right.

01:52:37.000 --> 01:53:02.000

And then, well I would, I would take input from the rest of the day to see how you feel. Chief, I'm, you're challenged a little bit on Wednesdays, is, is there, if we did need.

01:53:02.000 --> 01:53:04.000

You broke up.

01:53:04.000 --> 01:53:08.000

After a challenge. On Wednesdays,

01:53:08.000 --> 01:53:13.000

probably didn't sound too good than harm.

01:53:13.000 --> 01:53:24.000

No Is there a different day, you would like to meet you the truth, the only days that are good or Monday and Friday. Because everybody around here works that for 10 schedule.

01:53:24.000 --> 01:53:31.000

So there's, it's a ghost town on Friday and Monday I'm the only one here, because I work five days.

01:53:31.000 --> 01:53:47.000

So no days are actually good except those days but I think those days were bad for the rest of the members, which is why on majority settled on Wednesdays.

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As the service. I mean, the basic Academy is subcommittee I think we need to meet separately.

01:53:55.000 --> 01:53:58.000

And I feel like there's a lot of stuff.

01:53:58.000 --> 01:54:03.000

I want to help with but I'm not sure what to work on.

01:54:03.000 --> 01:54:12.000

I know that I'm not as productive in the morning, but I think that there's still stuff.

01:54:12.000 --> 01:54:16.000

Yeah, I think there's still stuff to do.

01:54:16.000 --> 01:54:33.000

Well, I'll tell you, I would be inclined to say, it's better at this point for us individually to read it, I'm, I know I'm better at deep reading. When I'm not in the meeting.

01:54:33.000 --> 01:54:36.000

I can really dig into it.

01:54:36.000 --> 01:54:50.000

If we could all agree to do a really close reading of the curriculum as it stands as, as I'll send it out to Courtney and just few really read it

01:54:50.000 --> 01:54:55.000

and try to see all the links and how it all of the courses Connect.

01:54:55.000 --> 01:54:59.000

And you know how we've covered everything.

01:54:59.000 --> 01:55:10.000

And then any sources that you've seen that you think are particularly relevant and appropriate in each, each course.

01:55:10.000 --> 01:55:23.000

Just write it out in an email to Courtney, or write it in the document itself. I'd

be happy to consolidate all that and.

01:55:23.000 --> 01:55:28.000

And if she doesn't mind being our intermediary.

01:55:28.000 --> 01:55:34.000

Are you talking you on the entire commission Okay, are you still just talking to your subcommittee.

01:55:34.000 --> 01:55:40.000

Well it's mostly talking to the subcommittee, but I think you all.

01:55:40.000 --> 01:55:57.000

I mean, you yourself and Shannon both had a lot of input already on that we've actually adopted into the curriculum so any anybody who wants to look at it and say well you should miss the boat on this.

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I definitely would want to know that.

01:56:02.000 --> 01:56:07.000

And just keeping in mind, Chris, you all will be presenting this as one commission.

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So, I think it's probably time that both subcommittees start digging into the work of the other subcommittee, so that when the final product is recommended you're not, there's not something that surprising to you.

01:56:24.000 --> 01:56:26.000

Right.

01:56:26.000 --> 01:56:32.000

Because that's so Shannon Do you think that we need to meet next week.

01:56:32.000 --> 01:56:41.000

Okay so, I'm the only day that I can meet next week is February, 11, but on a Friday.

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And we can it's totally up to you. So, you're the chair of the subcommittee.

01:56:47.000 --> 01:56:49.000

Oh my.

01:56:49.000 --> 01:56:58.000

Well, as long as you guys can just pull it up and review what we've done, and then give input maybe

01:56:58.000 --> 01:57:09.000

you know like Jenna was saying just send emails to Courtney if that's okay with

you, Courtney, and just give input Jill, whatever you guys think anything that I'm missing, that kind of stuff to really polish.

01:57:09.000 --> 01:57:23.000

and you guys I truly am going to take the Deaf and Hard of Hearing lesson plan, and that will be the main example so if you guys could really really look at that and critique it and give me all of your input.

01:57:23.000 --> 01:57:31.000

That would be amazing and at that point I really don't think that we need to meet. As long as you're providing that input.

01:57:31.000 --> 01:57:43.000

So is it, we have the stuff, both from the basics of committee and the service subcommittee in time to have enough time to review and so we can have a regular meeting this time next week.

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I think so if everyone actually reviews it. I mean, we will have an opportunity to discuss it and review it on the 16th,

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or the night.

01:57:55.000 --> 01:58:00.000

What are you proposing no meeting at all next week.

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No, I was thinking, sorry.

01:58:03.000 --> 01:58:17.000

Oh, That's what I thought. That's what I thought everybody was saying that we weren't necessarily going to meet next week on Wednesday, because Shannon's not going to be available Janet's going to work on hers and wants people to wants people to just

01:58:17.000 --> 01:58:26.000

read it, comprehensively. That's what I heard. Just because that if the plan B was that Shannon was only available on Friday.

01:58:26.000 --> 01:58:38.000

His family plan was that we do the same thing with the subcommittees that we we go in and do a deep dive into the reading in the in critiquing or editing whatever suggestions.

01:58:38.000 --> 01:58:40.000

Not critiquing.

01:58:40.000 --> 01:58:49.000

That's what I heard that we would meet on the 16th is a full commission.

01:58:49.000 --> 01:59:05.000

So everybody's on board so no actual meeting next week. It's opportunity to review and look over everything. And then by the 16th we have had sufficient time to get everything back to Shannon and Janet to make all of those revisions and edit so that we

01:59:05.000 --> 01:59:10.000

we can look at it as a full commission by the 16th.

01:59:10.000 --> 01:59:22.000

Yes, sir. And Jennifer, if you can get that Bibliography completed. I, we can review it and I'll add to it as soon as possible. We have anything else to put in there.

01:59:22.000 --> 01:59:25.000

Yeah, when do you need to buy.

01:59:25.000 --> 01:59:30.000

All right, thank you. When do you need evasion and

01:59:30.000 --> 01:59:41.000

brass Jennifer's wondering when you need it by. Oh goodness No, there's no stress, if you could do it by sometime next week so we can get it all in there.

01:59:41.000 --> 01:59:44.000

I think that would be helpful for the review process, you know.

01:59:44.000 --> 01:59:46.000

Okay.

01:59:46.000 --> 01:59:48.000

Sure, and then.

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So, if what if we get dispersed and then the basic Academy doesn't meet for two weeks and that's our final product.

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What keeps happening it's like I write suggestions and then I put in like links and stuff but then they're not working.

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And so

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I guess I don't know what's working and what's not and why.

02:00:18.000 --> 02:00:29.000

So, without that feedback, it's hard for me to know how to participate fully I

guess.

02:00:29.000 --> 02:00:51.000

I don't think any of your links didn't work. Well, unless they. I just didn't see you, everyone that I what I did was I always just enter the title of an article or a document into Google and let it take me to it and take that link that is at the top,

02:00:51.000 --> 02:00:59.000

rather than anything that's written because sometimes they can get corrupted or wrong or something.

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I found a link for everything that I wanted to find a link for I did have to convert the documents. So, but that's no big deal. It was just a conversion.

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Okay, so when I say just changes in the basic Academy.

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We're just going to do that going back and forth through email,

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or just like we're finding where changes or whatever, I'm just trying to understand Yes. Okay. Yes, we've we shouldn't have too much left to do, and I'll, I'll make the changes that we will have already made I'm actually that we discussed today.

02:01:41.000 --> 02:01:56.000

And I'll send you. I'll send a list of information that I need or where I think there's still a problem in the email to Courtney with, along with a document and attach.

02:01:56.000 --> 02:02:15.000

I don't, I think, at this point, we better not try to rework things that we haven't already looked at, because we're running out of time. I think we need to refine the ones that are already read, read, have read text, let's just refine those.

02:02:15.000 --> 02:02:18.000

No, and I agree with you.

02:02:18.000 --> 02:02:29.000

But as far as sources then just refine the read text and then get sources for everything. Am I understanding you.

02:02:29.000 --> 02:02:36.000

Yes, but we're not going to add a ton of sources.

02:02:36.000 --> 02:02:50.000

Either we have to be judicious with that as well, because we want, rather than in. In, putting them into the curriculum itself. We want to say that they are in the

toolkit.

02:02:50.000 --> 02:02:57.000

So rather than linking everything, or listing everything will put them in the toolkit.

02:02:57.000 --> 02:03:10.000

Okay, so what if I just put them in the folders and then we can decide if I find something. Would that be easier

02:03:10.000 --> 02:03:13.000

if you asked me to.

02:03:13.000 --> 02:03:17.000

We can hear you, Jennifer just put your video has gone out.

02:03:17.000 --> 02:03:31.000

Okay, so I can hear you. I think, I think Janet was nodding when you asked that question. Okay, thank you. Okay, so I have my understanding so Janet you're going to be sending out you're going to be sending me your updated curriculum based on today's

02:03:31.000 --> 02:03:37.000

meeting, you would like feedback on the read text if everybody's okay with that.

02:03:37.000 --> 02:03:48.000

With what has already been talked about the subcommittee and you're also asking that to be sent out to the full commission to get their buy in on what the subcommittee has is recommending.

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Correct. Okay.

02:03:50.000 --> 02:03:54.000

And then Shannon, you're going to send.

02:03:54.000 --> 02:03:57.000

What

02:03:57.000 --> 02:04:05.000

it will be the most polished updated version of that example of a lesson plan. Okay.

02:04:05.000 --> 02:04:14.000

I know, including the bibliography that Jennifer will complete, as well as the toolkit related to that deaf and hard of hearing.

02:04:14.000 --> 02:04:23.000

Okay and When are you planning on having that to me so I can have it to the rest of the commission so they have time to wrap their head around it before the following

meeting.

02:04:23.000 --> 02:04:30.000

Um, I should have it completed by the gifting, and this Friday evening or Saturday.

02:04:30.000 --> 02:04:34.000

And then that way it gives a full week for review.

02:04:34.000 --> 02:04:36.000

Okay and input.

02:04:36.000 --> 02:04:46.000

Okay, so then I will, for the rest of the commission and I will be sending you guys an email. On Monday, with

02:04:46.000 --> 02:04:53.000

the product from basic Academy and the product from in service so everybody can see what everybody's been working on.

02:04:53.000 --> 02:05:08.000

And then, if you have any questions or concerns you can or feedback, send it to me, and Janet, and she and I'm happy to compile the feedback.

02:05:08.000 --> 02:05:16.000

So that in one spot in the document and then I will send that back out to you to each of you as the subcommittee chair.

02:05:16.000 --> 02:05:18.000

That'd be perfect, that fair.

02:05:18.000 --> 02:05:28.000

Yes, that's fine if they want to do it, but if you want to just forward the emails that it comes in. Yeah, it would be okay to, I don't know.

02:05:28.000 --> 02:05:32.000

Okay, I will check, I just don't want it.

02:05:32.000 --> 02:05:37.000

I don't reply to them directly I think we'll be okay right.

02:05:37.000 --> 02:05:48.000

Catherine for coma, if they're getting if they're giving feedback on the document, through me. It's not, it's an open meeting right because friends. Okay.

02:05:48.000 --> 02:05:53.000

And then Jennifer you're going to make the bibliography and there are no meeting scheduled for next week.

02:05:53.000 --> 02:06:00.000

Yeah, and I just want to clarify if we're still looking at on that to Luke Adams or

before going to wait.

02:06:00.000 --> 02:06:02.000
I'm as soon as I have it.

02:06:02.000 --> 02:06:09.000
The draft I'll send it to him and see if we can present it to them it's a it's a draft What do you think.

02:06:09.000 --> 02:06:16.000
Alright guys, I'll get it done so I can get it out as soon as possible. It probably won't go out to him until at least Monday.

02:06:16.000 --> 02:06:27.000
Well, I'll send it to him. Okay, I have corresponding with him before about the town hall but if you're trying to make sure I have task list here. Yeah.

02:06:27.000 --> 02:06:33.000
So Luke and I've been emailing back and forth quite a bit recently because he's going to help me do some training and our agency so.

02:06:33.000 --> 02:06:47.000
Okay. I really liked him Chris, I think you're he's really going to be a great he's great for you and for this project you guys felt I really like Luke, just from the interactions I've had with him and different statewide activities with the access and

02:06:47.000 --> 02:06:50.000
functional needs.

02:06:50.000 --> 02:06:54.000
Next full commission meetings on the 16th.

02:06:54.000 --> 02:06:59.000
Yes on the 16th at imagine our agenda is me very similar to what it was this time.

02:06:59.000 --> 02:07:09.000
In terms of the written part that comes out a chance to get feedback and review for both different subcommittees, and our deliverables.

02:07:09.000 --> 02:07:18.000
And Chris I'm gonna ask real quick is this time working for everyone because obviously we don't have a whole lot of members available today.

02:07:18.000 --> 02:07:29.000
I don't know, I know, a few members were sick but is the 16th going to work for the majority of the members I think we need our commission together.

02:07:29.000 --> 02:07:39.000
So it sounded to me like for some vacations and things that just happened to happen

this week for at least a couple of the people who aren't here. I don't know about everybody well.

02:07:39.000 --> 02:07:42.000

Okay, So we're.

02:07:42.000 --> 02:08:02.000

Look, just my two cents. My schedule is insane. And so I have this as a solid date that I that I now schedule around to the end of time, my Wednesday from one to three, maybe we'll change that after after March, but it's so if we're going to move things

02:08:02.000 --> 02:08:14.000

around. Just keep in mind that some of us have chief Gordon has made it work even when he's stressed to make it, I'm right there. I gotcha.

02:08:14.000 --> 02:08:23.000

I did exactly the same thing when it started way back in September or October when our meetings are going to be, it's scheduled on my calendar through the end of time has no end date.

02:08:23.000 --> 02:08:37.000

Courtney Can you when you send up the, the, you know that we're not meeting next week but for meeting as a commission on the 16th. Can you put a line in there saying the importance of attending that this is a very important meeting that.

02:08:37.000 --> 02:08:45.000

Can you say that to people, this is we're making final decisions before before recommendations, or I can have.

02:08:45.000 --> 02:08:52.000

You can say that the mother one of the moms on the panel said, you better be there.

02:08:52.000 --> 02:09:00.000

Don't you mean your marching orders be there. I'm not saying a few others but not that one.

02:09:00.000 --> 02:09:05.000

never say that to my children, by the way.

02:09:05.000 --> 02:09:09.000

Those are the journalism's.

02:09:09.000 --> 02:09:18.000

Cool. So is there anything else we need to figure out today Are we good.

02:09:18.000 --> 02:09:43.000

So it looks like we're good. I look forward to seeing the stuff from both subcommittees and I'm excited to see what basic cast because I haven't had a chance to look at that since.

