

WEBVTT

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Hello! Hello! How are you guys today? Coast sold? We got a new furnace 2 weeks ago, and oh, my gosh!

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We are so happy. We made that decision, would not want to go through this cold snap without new furnace, considering ours was 25 years old.

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Oh, my that's good run, it was it was pretty good everyone kept saying, Don't fix it.

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If it's not broken, but I was not willing to take a take a risk.

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I fixed mine twice and replaced the thermostat twice, and it just recently had to replace the thermostat again, and i'm so glad it was relatively warm at the time.

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Yeah. So I know Chris has some other stuff going on today.

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So He's going to be in and out i'm Glad You're able to join us at the beginning of the meeting.

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Chris. right? So i'm actually doing what we were talking about right so improving.

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First responder interactions with people, with disabilities.

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We have the Coral Commission on the deaf, harder hearing and deaf, blind doing a presentation to our jail deputies.

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So I have one of the other deputies kind of co-hosting for me for a few minutes while I start here.

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But between about 1230. i'm sorry 1 30 and 2 i'll need to to step out just to be able to answer questions for the deputies.

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But then i'll be back I have a question for you, Chris.

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Sure. What have it to your eye, or you can see it now.

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Huh! Yes, it can. it's a birthday Oh, my joke it may pop you one.

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No, my wife beats me since it's one oh, one Chris, do you want to start?

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And then we do have looks like one member of the public.

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Okay, so go ahead and call order. this is the first one i'm actually doing this at my desk to you.

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Usually I find a quieter place, but I gotta be right here but we'll call to order, and then we'll do roll call real quick.

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So janet here, Shannon yeah there's me there's Lori here, jessica here, Josh, I don't see Josh I don't see josh either.

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Jill, I'm here, chris because I don't see I don't see him on the list, either.

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I see Chief and Erica care and I miss anybody Oh, so dan wouldn't be here.

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No, Dan is not here. We knew he would not be here increase Isn't going to make it today.

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Chris is not gonna make it today. no he's enabled training today.

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Okay, cool. So let me go back. So you have quorum.

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So yeah, here's that well, Courtney, do you want to do.

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Oh, wait, never mind, we're not gonna miss meetings again.

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This time any change to the meetings from last time meeting minutes. my name wasn't included on the roll call, and I was here.

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Oh, I thought he said to me, pardon, I thought, he said, your name America.

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My apologies. Oh, from last minutes like last Oh, I see what your 6 min right?

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Okay, I will change that thank you Barry wasn't following we just don't roll calls when it wasn't following it.

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Okay, I didn't follow either I'm like no I know I said her name.

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You're asking to approve last week's minutes right Yeah, Okay, I I read that.

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I heard you right? Okay, just making sure any other changes cool.

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Somebody wants a motion to approve no motion. second second, all in favor.

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I just not hearing from just Kurt or if you guys would just mind our Chief Gordon, unless you're waving.

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I didn't see it. Okay, the virtual waivers actually, and according to you, I do public comment.

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Yeah, Coral, we've won coral causeway. Hi coral hi, Hey, guys, I have no global comment today.

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Just gonna get in and listen. Thanks. Okay. And with that Shannon, you want to take over with that in service subcommittee.

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All right. Look, we have a lot to cover today, guys.

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So it has. Everyone had an opportunity to actually look through the lesson plans just kind of the structure of everything, and see in most people.

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Yes, okay, good. And what are you thinking about? I mean we can pull it up and go.

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Page, my page, if you want, or if you have an idea already, we can go that way.

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Okay, So if we could just this is jill if we could just back up and decide what what we're looking at. because I looked at Shannon's, I looked at your lesson plans.

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But I also looked at what I assume is Erica's mission and art or learning outcomes.

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I'm not sure what you wanted to call that but so which what are we?

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Where are we tackling first? Okay, so first off I Think if we go to the folder that it actually says final for Courtney for the board.

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Right. we'll look at that initially and then I really would very quickly Following that, i'd like to go through what you posted Erica, and how you updated with the mission.

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Statement. I would like feedback from everybody about that, because this can be included with the overall presentation. the document of the learning outcomes and the mission statement. And then I also want to go over everything that Jessica

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suggested. but we'll do that here in just a minute. so let's go, Hey, Shannon can ask a favor, so I've looked pretty extensively at the actual lesson. plan.

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So. But the thing thing from erica since I won't be here for that brief time.

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If we could go over that one first and to do it i'm ready?

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All right. Okay, So do you guys wanna share the screen, or is everybody good on the same page?

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Sharing. This is always best for me because i'm trying to go back and forth, and i'm not sure which where where things are, and I've got them open.

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But over my computer. So let me try and do that and screen share here.

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Oops. i've been using the other one please Remind me how to do the screen share down at the bottom.

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There's a green screen share share screen holding the big green one right perfect.

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Alright. Oh, here it is. This is the initial document that we want to discuss. And, Erica, honestly.

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Do you want to touch base with this? I I was.

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Can. I wanted to ask what your thoughts were with the mission. statement I think it's amazing what you wrote I think that this is a really good description of what we are as a commission.

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But I don't know if it if we should use this as the mission statement, or if there should be like a cover letter, and then the mission statement could be something more brief related to improving interactions.

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Yeah, I I think we were interested, thinking mission statement. And then the why I just put put a paragraph down to see what you all thought about it.

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So to, instead of just a quick mission statement. like what's at the top of you know, I added a little bit more, and I tried to keep it a neutral tone.

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I keep. tried to put some heart in there but I but we really didn't talk about what everyone's vision was so I just drafted it to see what all of you think if if we want to have that first or consider that

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first sentence as a mission statement, and the rest as a the why, or put it as part of the cover letter.

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That's that's up to all of you it's just a it's just a draft for you to consider, and it's excellent.

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Did everybody have an opportunity to review it? This is Jill I did.

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I do have just one editorial, like a correction where it says: the very first paragraph function of the Commission on improving first responder interactions with persons with disability is to help promote a safe inclusive

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and effective encounter between individuals who have So is it just take out the A. hey?

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That was just a type of yeah I wanted to add that I haven't done that yet.

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So stayed in State of Colorado should be capitalized, too, Is it not?

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Okay, all right. we're gonna be super well if that's all you have to say we gave Janet such a hard time last week.

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I figured we should just really and carried apart i'm used to it, hey?

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So I did like the statement to that education is one part of the solution.

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I think there's a lot of things that as a society as a whole.

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We can do better. So I I appreciated that statement, too.

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Thank you all right. it's really good I do think that it would serve great purpose, being more of an explanation or a cover letter for for us.

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This this really is our wine Well, and I think also if you're gonna if you're talking about using this as a as a cover letter, the learning outcomes.

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I think, are related to the whole. I mean the whole body of what we're trying to do with the in service.

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So I could completely relate to that. and as we go down through it. I did have some questions about potentially, you guys.

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I'm, this is where I am not as I am not as proficient at what your curricula looks like.

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Typically when you're when you're doing your training so if if I will, I will.

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I had some suggestions about potentially combining a couple of the learning object

outcomes.

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But if you all are fine with it, being all together the way it is written Now, that's fine.

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I just I didn't know if so for example number 4 and Number 6.

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I was wondering if we could combine those 2 because they are maybe Erica. This is where you can talk about where the identifying the behavioral indicators versus the describe the symptoms.

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I mean and subjective, so objective versus subjectivity and then they're different, , you know.

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I'm sorry. So 4 and 6. and 6 okay. so an objective sign is, let's say, stimming for someone on the autism spectrum, or you know, so and that would be objective possible sign of a disability the subject

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div experience may be depression. It may be pain experience so I tease them apart because they're different.

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So it I just thought they were both important and it doesn't matter to me where they are.

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I just thought they would be important to to add both of them.

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Not just with what does a disability look like? But how do they experience a disability?

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Because every person with a disability may experience it differently.

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If that makes sense like a sensory overload, can be different for one person to the next.

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So maybe maybe we need to flesh that out a little more.

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If we take people who are not as versed others so we're looking at who's training

these we might need to flesh out what you mean, like what you just said a little more or in the toolkit I can

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flesh it out there. go to toolkit. Item, to understand some examples.

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I didn't want to make it too large but i'm happy to put examples as well.

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If that helps clarify. but it's just it's It's just something to consider.

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We don't have to have it but it I think it's important to have it, and then the other ones were 5, 7 and 9 that I thought were similar, but not exact.

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So, and There's a reason for that as well i'm sure. so, Eric, I just wanted to give you a chance to talk to speak to that, and Chris is exactly what you were my thought was looking at.

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It not from my lens but from a lens of somebody who doesn't understand that there's a difference, and so there's a way there's a place to be able to teach that difference potentially and some of the

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curricula, but that was kind of the lens I was trying to take with it, too.

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So. So number 5, just to share my thoughts is, there are comprehension.

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So comprehension is different than communication so if Someone can, If let's say we were talking about Miranda rights last week, what might be a sign of not understanding Miranda rights.

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Maybe not responding, you know, might be one response and then the communication Let's see.

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Let's see, I said, and then number 7 is communication is how does that person communicate?

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So comprehension is different than communication if I Don't know if I'm clarifying it anymore.

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Well. and you guys, I say, Janet, hand up Danny.

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Was it related to go ahead? Yeah, so 4 and 6 I think should stay.

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There's nothing wrong intrinsically wrong with having very specific outcomes.

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It's actually better think if you think of an outcome as a section delineator here's a new section that you're talking about may have very similar characteristics, or or resources, or whatever as the previous section But it's different just

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as Erica just described. I think the issue with 4 and 6 could be best resolved by just putting objective the word objective signs in the parentheses.

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You guys agree. I think it's great yeah I agree and I don't know.

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I think I think this is easily understandable I see what you're saying, Jill, about especially Number 5.

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But it makes perfect sense to me. as a trainer.

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It makes perfect sense to me as a parent but I just didn't. I wanted to, you know, I think it's good to include things like this, so it will give them maybe more of an incentive, too, potentially understand for themselves and this

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is a combination of not just what our conversations were, but the Town Hall as well.

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So there were some ideas that came up about comprehension.

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I think we've talked about it in this commission too, so I wanted to make sure there's something in there to at least maybe include somewhere.

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So there's a highlight for first responders. to understand what a sign of a lack of comprehension might look like, I mean we're not asking them to assess completely.

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But what's what are some signs that the person may not comprehend, at least on some

level, so they can slow it down.

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Maybe you know, Maybe if you see Oh, if someone is not responding, is it because they have slow processing?

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Oh, let me slow it down or reword it the way that they're permitted to like a morality for understanding exactly so slowing it down.

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Maybe rephrasing, you know there are some simple tools that you probably learn already.

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But it's just another way to help educate for responders to be able to be more effective with those interactions.

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Perfect. all right, Dillon. then 7 and 9 I had said 5, 7, and 9.

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But yes, i'm perfectly, perfectly, perfectly fine leaving them all in there, because I see the differentiation.

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I just didn't I was like I said so I I see the the differences.

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But so there's a couple of things that I wanted i'm watching the clock like a hawk.

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There's a couple of things so 2 and 3 with statistics as an adult learner statistics bore me to death.

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It seemed like better place to take time. and then teaching them same thing.

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It's a time place to take time. do people need to understand, especially in law enforcement, that these things exist absolutely.

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But if we spend I mean there's 2 whole bullet points out of 12.

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When we're talking about, we need to understand that they exist, but then we need to get to application.

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How do we make sure that we I don't think it has to be?

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I mean i'm not i'm not disagreeing with you.

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I do think that it's good to include it and it doesn't have to be super in-depth but it's it's there are resources saying that deaf line and i'm sorry in the death hearing

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a parent and death line resources and toolkit there are statistics, and I think it would be easy just to draw quickly.

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Let's go through the statistics I mean I mean just that.

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That's my thought I don't think it's something that we need to delve into.

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No. and and the idea behind that was just to include quick statistic, just to raise awareness. Remember not all.

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First responders may be aware of the statistics of the number of people with disabilities that victimized.

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You know our trauma victims so it's just good to have an idea, and it could be you know a two-minute conversation in a four-hour training, and and with number 3 I don't know if you cover that in your class and special populations,

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Chris, but we actually do that. We cover the Comorbid and the co-occurring issues.

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So I mean for us it's it's pretty much there but I don't know.

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I don't I don't think we have to spend a lot of time on that, You know I just I just don't spend a lot of time with you.

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Know there's 25% or whatever it is Janet had her hand up, too.

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I'm sorry, Danny, just yeah, if you just that is that is a trigger for me.

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That people droning on about things that a student will not remember.

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So I am a 100% with chris on this one and I think you could.

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And I'm not saying you should but I think you could changed those 2 outcomes to say using current statistics.

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The student will recognize the rate of violent and nonviolent victimization.

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And co-occurring condition, Menelin and physical conditions.

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So so. that to me that sounds like a less in depth.

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Statistical discussion, more of a quality of life or policing, or Phyllis.

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Our impact society discussion, which I think is what you want you don't.

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I don't think you want a statistical discussion you want to say this is important stuff.

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It's not something to sweep under the rug it's not something you won't encounter you are going to income.

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That's basically what you're doing so I just need Janet to be an interpreter for me on several occasions, and will be good.

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And i'm not trying to be like your wife or something interpreter.

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No, I I rewrote what you said. Janet, love the wording.

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Are you suggesting to put 2 and 3 together in that respect?

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No, no. okay. again. I think the distinction is important, and somebody said it.

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I think it was Shannon a few minutes ago.

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If somebody looks at the difference between comprehension and communication or whatever that other one was earlier, and it makes them question it.

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They'll dig a little deeper and I think That's that's important, And you yeah perfect.

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And Erica, if you think that that fits within what you were trying to say, because I think it's a I think it would be important to see how much more how often this is happening.

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This isn't like you said it's you will see this it's not going to be that you might see this.

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You will see this, but how they occurrences are starting to build up, because I think those statistics will be interesting.

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I think it's sometimes it's it's a black and white in your face of how interesting those statistics are that show.

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But show the occurrences that are happening. and and really, you know, Embed, why this is important.

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So if you're going I like how janet said it, it's really good.

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And I was the reason, I say that I think that it's good to keep this is yesterday I was working on the hate crimes for the Da.

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That class for the Academy, and he set me a graph on the statistics of the increase of hate crimes, and by its motivated hate crimes.

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And it was like boom in my face. It has increased that much in 3 years, and I recall the number.

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I know exactly how long it's been so it's something just a visual like that something like yeah, and recently. what was it?

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Maybe 3 or 4 months ago i'm losing track of time during Covid.

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But there's an article in denver there's a coffee house or brewery Were an old, I think, was a brewery that a an adult on the spectrum.

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There was a hate crime against adult on a spectrum because they were working at this brewery and the hate crime was, Go back to where you belong, or you don't belong here or something like that.

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So, and it's actually in the news so I think it's important just to say this is happening this is happening in your corner of the world.

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We don't have to believe labor on it let's go to the skills.

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Let's go to how we can increase infective but this is this is actually happening.

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So for entertaining. That that's the kind of thing I would want to point out I was like, Hey, this is here's a news story on it.

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This is real. This is happening rather than hey? however, many percent Let's include those resources.

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If you guys find them, please let's put them in the toolkit, right?

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So a couple other things really quick, so there's number 8 we're we're learning the types of seizures.

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If we just struck the whole beginning of that sentence and they're just able to identify the behavioral indicators of a seizure in most cases that I've ever been involved with as a seizure i'm not a medical professional I don't know anything

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about how to to handle them, but it's we make sure the scene is safe.

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We call for medical and we just want people to identify that.

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Hey? what's happening right now as a seizure and then?

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Yes, that was correct. that was edited. That makes a lot of sense.

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If everyone agrees with that. so long as when you're teaching that that, you know seizures don't always look like a seizure scramble.

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Yeah, I just want to be sure that we're identifying that you know I have lots of kids in schools that they just stopped.

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They become almost catatonic and it's really a seizure happening, and it's not that they're not present and engaging there.

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They're having a seizure so I so long as that's what's that?

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That is being taught as because you're not gonna and I Don't know how to.

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I don't know how you identify that I mean I I don't know how an officer would identify that.

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That's what's going on but just explaining that there is a difference of them.

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Okay, I know you're in a hurry chris so I just wanted to right when I just i'd put a comment on Number 12 like 12 is really kind of the whole point, and it gets one bullet I mean they can

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be, you know, experts and statistics and all these other kind of things which we've worked through that already.

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But really, what i'm after especially when I teach this is application. I spend a very little time on the Ada, because you know what guys it's here.

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It exists at applies to us know that now? we're moving on?

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How do we apply it every day when you're on the street, or when you're working in the jail?

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How do you apply this and that's really where I put a lot of my emphasis in

concentration?

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And as a commission that's what I think we want people to learn is actual application.

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Do you like the wits worded where it says apply appropriate? Is are you suggesting to word it differently, or that it's covered in Ada?

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I just emphasis. I I It felt to me when I first read through this.

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Of course that was the first one I come in it on in my my notes was that we got.

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I got through all this other stuff, and I got to 12 and i'm like.

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Okay, but that's that's what we want but it was number 12, and it was one thing I think we're better now, because we've already worked through those other things.

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So. yeah, it was just the thought in my head. I was expressing it and letting it be out there.

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You want it to be number one Janet can interpret for me again.

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I will, I am ready. I was formulating my response as you spoke.

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I don't think it should be number one but I think it could be number what 3 3 is a statistics one It could be number 4, because then it sets the stage for what comes next.

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Also, just as a general rule, it's not a good idea to have 2 verbs in an outcome.

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So and by saying, Understand, you almost invite lecture or I'm gonna tell you this information where if you if you turn it into apply, you're you're saying this is this this is how we're gonna go about

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this you're going to use this information i'll give you some information it might be in a handout.

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It might be in the manual, whatever it is they get but you're going to use it.

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And all of these other things our are ways you're going to use it.

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So I would, I would strike, understand, and leave it as apply and move it up to number 4 or so.

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Somebody up in just did that. And actually, if you apply, you make the assumption, you understand.

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So that makes sense. I moved it up to 4 and remove the and understand the Janet.

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You're my hero right now, so i'm gonna go back to my other stuff for a bit, so i'm gonna leave.

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I'll be back. Thanks for covering this first and i'll see you guys shortly.

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Sounds good, Thank you. Hi, guys, Do we have any other inputs on this one.

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It's Amazing! i'm very excited I Think I I do want to go back up to the mission statement, though.

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What are we are, you guys, agreeable that's our why and we have a mission statement.

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You know something, because you know, typically, a mission statement will be brief.

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And then the mission statement is brief. You, What comes next is more like values, or whatever you would typically have so.

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And I think it was mentioned before we can caught. We could call it our wife, you know.

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So the mission is this, and then this is our her, you know we could delineate between the 2 of them.

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So So in in the lesson Plans that i've been posting and putting on there, and we i'm pretty sure it's deaf and alzheimer's the goal is the student will understand how law enforcement and

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first responder interactions with the disabled community can be approved.

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But the knowledge of recognition and tools to approach each unique situation with respective dignity.

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So if we could include something similar to that, and build that into a mission statement.

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I think that would help pull everything together from here. Can you guys still see my screen?

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So then, from here that's why, we would include Yes, you do so.

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Something something similar to this it's kind of what my thoughts were on that, because I don't want to any of this.

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It's excellent. What do you guys as thoughts chief you unmuted?

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Yeah, I had a couple of thoughts to the first when it comes to the word encounters.

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I've been thinking about it and thinking about it and I like to humanize things as much as possible, and encounters just sound. so antiseptic.

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Can we use interactions as opposed to encounters?

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I with my law enforcement friends, they've used the word encounter.

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So I try to that is one that is one of our words that it's for sure.

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But I mean that's how I hatch it don't know, encourage us to use that word so interactions it.

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It is nicer totally it's just more human I think. and when it comes to adding, why to the mission statement, I mean it's not a big deal where it is it should be somewhere.

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But your mission is what you're going to do right So that why should probably go down into where the Janet said, what?

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And into that values. Yeah, mission is simply what you're going to do vision?

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Is that desired in state. But so mission we went to improve interactions with the disabled community.

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I don't know if I like that knowledge television.

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The same is fine, the way it is do we want to say mish the mission of the Commission, or instead of the function good.

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What do you mean? i'm sorry when we had mission I didn't say the mission after the mission, so that's why I changed the function.

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But if we have it under our y, then we can say our mission, you know, instead of seeing mission twice, I think it's common.

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Everybody mission statement i've ever seen. has used the word mission It's the mission of the Broomfield police department for our mission is whatever that's I don't think there's anything wrong with that it's not

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redundant. So I just want to clarify i'm hearing, chief. I heard you and I just want to clarify what you were just doing.

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So the mission statement is that that one line paragraph that, you know the one sentence paragraph there and then.

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The the Y is the Commission members have a passion blah Blah? blah, blah, blah that what we're saying, Yeah, Oh, it's like this, right?

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Is this what you were talking about? Just separate it like that.

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I see, or the vision the vision versus them, that you could put the vision as opposed to the why.

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But because that's pretty standard mission and vision but different always like a compelling why?

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But that's a creative that's. more my yeah there's a place for it, for sure I've just it. I mean, Obviously, I'm being technical here, But it doesn't belong in a mission statement mission statement

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guides your activities, that why go see your core values and guide principles exactly agree. Perfect.

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Hi, Erica, Are you good? with that with the updates?

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Yes, to thought about the function or mission what does everyone think about that it doesn't matter to me.

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The the basic is there. i'm happy with what the group is doing okay?

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Well, I would really like to agree on this today. make sure it's part of what we're going to propose.

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So, because this is This is the beginning of everything I think and I think it's very important if we're all agreeable on that.

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Are we good, even without Chris here? Do we have a core important?

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Maybe we should ask if anybody has any disagreement about it.

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I can't see everyone let me see him so to it well, it's really cookie on search and it's question about quorum.

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Since Chris is gone, you guys have 11 members. you had originally decided quorum would be half, which is 5 and a half plus one

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So you do have 6 and a half people perfect so you do have a quorum. You guys agree, or and like you, said Jill. Nobody, I think, spoke up at that disagreeable. So if you agree on it then we'll

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go ahead and have Erica make those changes and then upload it.

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One more time, and we're good with it great and do we want the function or the or the mission of the Commission.

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How about the goals is that a middle ground it's not redundant.

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It's little bit. more directed that sounds good to me Okay, it's in pen right now, and I will upload the the edits for your review.

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Thank you. Can I just interject real quick and and say that we at posts must have a phone product to present to the board by the 20 eighth.

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So any changes that are made to anything whether it's this or I think some of the edits that janet made to the basic curriculum, and we've got to have by the 28.

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Perfect. We just need a vote on that Curriculum We don't need to change it anymore.

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That's for the future. Well, and you know we'll just cover that really quickly.

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Next. honestly, did all of you get a coffee? Cordney sent it to us again today.

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2 I reviewed it earlier, are all of that. All of the additions that were suggested.

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I added, They were all great, so they they're all in It stop sharing There you go!

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Oh, is everyone good with moving on with that? Are you willing to vote on the basic Academy curriculum?

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All of the revisions and i'll agree that we're ready to go.

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It's good to go. Yes, perfect no one's opposed to them perfect that one's done, thank you, Kathy.

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Thank you, Janet. nothing. You guys I Right now I can.

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Now I can go to the grocery store. Is that right?

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Yes, and my part's done like you want it don't you want to add some, some constructive criticism to Oh, you know it, you know it.

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The and Chris might come back so i'll have to translate for him.

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So Okay, really, quickly. let's cover the suggestions that Jessica made.

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Have you all. You were all familiar with that document, right and i'm not seeing anyone shaking that.

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Oh, Janet, do you need it? the might remind us just tell me what it's called.

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It's a suggestions for further enhancing in-service trainings and improving first respondent interactions with persons with disabilities.

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So, Jessica, if you want to talk about it I mean I think it's really great

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I think we I don't know you go ahead and and discuss what your thoughts were with this.

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Sure. Can you guys hear me? Okay, My head for were not working correct earlier today.

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So So what I did was go back and listen to the subcommittee meeting, where we had the discussion about creating this document.

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And then from that discussion is how I kind of outlined everything so so similar to what we just went over.

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This is really just my stab at getting some ideas on paper so totally open for feedback suggestions word smithing.

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So we had chatted about, offering additional resources.

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So that's where this came from in that discussion we had talked about kind of when to train and the length of the training, not sure that we ever landed on anything specific.

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My first suggestion, based on the discussion was on an annual basis, and then a minimum of an hour to an hour and a half.

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So I don't know if anybody feels different about that There also was some discussion about it being a bi-annual.

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So I think that is definitely something that it's on my list to discuss time requirements and frequency.

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So that's definitely right there. looking at it and creating training and scheduling training for 8 years for a law enforcement agency.

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I really like the way that 1,287 is written.

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You have certain requirements. you have to have a four-hour requirement over 5 years, Say an anti-bas policing training.

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Right. We can't do that with this we are not given that authority to mandate this right, So we can do a recommendation or a suggestion that you know potentially 2 h every 3 years we have to cover topics related

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to this, or you know something we're gonna have to make it reasonable for agencies to have the ability to apply it.

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So, and I don't want to get hung up on this because again we cannot mandate this.

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We cannot mandate the time, we can only suggest it.

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So I have. I have the word recommends in there. Does that not do?

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We need to reward that whole. I think that we can recommend it.

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You guys agree with that, Kathy Courtney? can we recommend?

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Oh, I think that wording is okay. Yes, you can make any recommendations There, there just can't post board can like, I said.

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You can make any recommendations, and then it's up to the agencies, whether they take a recommendation or not, they can kind of piecemeal it.

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They can pretty much they have, they will still have full discretion on what they teach, and how they teach it.

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So we could say aren't sorry I was going to say just maybe the difference is having that and a minimum is a separate is a separate sentence there.

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So maybe combining that into the recommendation, would would combine them as opposed to holding them apart, saying at a minimum, because it does kind of read that it doesn't necessarily read as a recommendations as much as it's at minimum this is

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it like a manandate sort of even though it can't be mandated.

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So maybe just combining it into that that recommended statement.

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And with this do we want a separate document? or should we just include this in kind of what Erica put together with our learning outcomes and our our mission?

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And go ahead, John. I was just thinking that as I was looking at it.

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It's kind of a it could be used I wanted I want to put it in the toolkit.

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But I don't. but I wanted to stand up you know I wanted to stand up as a as the recommended guidelines for for training, so I don't want it to get lost in all of the toolkit.

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Thing, because I think that I think it is a great recommendations and guidelines, for you know suggestions, and you know, because oftentimes, if you hand somebody something and say, Okay, go.

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They they You know go with what you know it's it's So to have these guidelines I think is, and recommendations is great.

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I just don't want it to get lost in the toolkit, but maybe that's it.

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Has to be there. Yeah, and I think if we include it in the initial Erica created.

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I think it would be great it's right there in the forefront.

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Yeah. And then Jessica, with these organizations and the Advocacy groups that you included, I've been very careful to include them in the toolkit.

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And when we get to the end-service training aspect, I want to show you guys in the toolkit.

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I created. It was just a word document. But there are links for videos, great suggestions for videos.

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They came from advocacy groups. Some of them are what you're gonna find online.

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It was pretty interesting, but that they're all sourced They all have a reference, but I don't know if we need to include that in this area, because they will be included in the toolkit and go ahead janet i'm

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sorry that's okay. I would say leave it because .

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My understanding of law enforcement trainers is leading them to water is just about the only way to get them to do it, because if you're asking somebody who's busy and has been tasked with doing a training or putting together training or figuring

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out a training. they don't they have so many other things to do that the more you put right there for them the better.

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So I mean it's it's just words on it's just electronic data, really, because that's the way they're going to be viewing it.

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So I would say, leave it, I think it's hugely beneficial. Oh, and that's great!

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But let's add it to that other document that erica created.

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Okay, perfect. Okay, so do you guys have I mean recommendations on the timeframe?

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Let's just agree on that right now I recommendations on the what I'm sorry the timeframe and the hours, you know the hours and the frequency.

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I think we should leave it the way it is like she said it's a recommendation.

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They'll take it or not take it until the Legislature says, otherwise awesome.

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And the Eric. Are you good kind of just cutting in pasty and transferring it to your document?

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And I I can do that, or I uploaded this last final copy unless you want to do it.

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You make sure it goes in the way you want it to I don't you let me know i'll do anything.

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Aye, do you think it so? Should it be included under?

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Because I think when and like Janet said, Well leave it in there for sure when to train in the length of training.

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Would that I think it would come out of the learning outcomes.

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Do you agree? Okay, and let's put it in there are you good with that, Jessica.

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Yeah, I wake it with that main kind of what we called the cover page document.

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Yeah, it's awesome. Okay, now, highlighted I have a suggestion.

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Another suggestion. This is maybe down the road, but I think you should.

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Once the toolkit or resources are linked on the website, we should put a link here, a live link.

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So if they go to this or they have this document, anyway, it'll take them to the Alzheimer's lesson plan the deaf and hard of hearing or whatever all of those lesson plans eventually so

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we can go back and revisit this regularly and update links and add links and things like, and I think that's awesome.

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And then in those lesson plans I can actually outline each specific learning outcome, and where it would be covered in those you know on the right hand side. I haven't done that yet, because I wanted to get to your guys's thoughts about what

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we've uploaded so but I can certainly do that later Hi!

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Everyone. and then Jessica getting down to who should instruct that is going to be a challenge for us to to meet.

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I mean again a suggestion or a recommendation for that and it's kind of outlined in those lesson plans.

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A it's a suggestion so if you have the ability to have a subject matter expert.

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Come in, or or someone from the community come in, then that would be amazing.

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But I don't know if we should you know continue with that I just it's gonna be a challenge for you guys to start.

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My thought is that it's super important to have that in there, and to have people start to think about breaking community collaboration into the into the lesson plans and into the the lessons.

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And again you feel if you're making sure that you're saying a suggested a suggested either recommendation or suggested guideline something like that.

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But you're still putting it in front of people's faces that's my feedback.

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I think it's not usual I think it's I think it's a stretch, and I think that's a I think that's okay getting to I think that's what we're trying to do is you know if we

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could if we could. I mean we're preaching to the choir here, I mean, I think you all understand and see the benefit of bringing in collaboratively bringing in community partners in this and and people who live it But I think if

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you can stretch other people to that would be just a norm that's awesome. and I totally agree.

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And I'm looking here now at the lesson plan so if we could make it more online.

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So they're. they're both common this Here is utilized subject matter, experts wherever available, and that's highlighted in yellow, and the plan was to put that in all of the lesson plans.

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So would we have the ability, I mean. this would be a more comprehensive means for understanding what we were talking about.

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When we say utilize subject matter experts where whenever available, but it also needs to be included in the initial document.

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I think it's my yeah, I would be totally fine word-smithing that a little bit, so that it matched the stuff.

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Whatever's in the lesson plan Yeah, that would be awesome.

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I think I I have just a comment. I think in your lesson plan.

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I don't think there needs to be much change the in your lesson plan.

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You should you say subject matter. experts with I would say with lived experience, or persons with lived experience or and persons with lived experience.

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Whatever we're trying to communicate there 2 because there are subject matter experts.

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Many of you are subject matter experts, but in a different sense.

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And so you want both, I think right sure and the other thing is, I would say, instead of at hand facilitate, I would say, participate in, because facilitate means.

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You're the you're the leader of the of the training and if that's what you meant.

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That's fine, but I think what you're saying is you want them there.

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Addition, you're basically team teaching at that point is that accurate Yeah.

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And I went back and forth on which word to use there so i'm i'm fine with participate all right.

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Are there any other thoughts about that document? then? Thank you, Jessica, for doing that?

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Yeah, and then, at the end of that following what We've put in there, We'll just leave him like Janet said the suggested subject matter.

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Expert groups and advocacy organization in colorado so yeah, I think that'll be great.

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So, and like I said, i'm just calling it the cover letter or the cover sheet, and that way it just boom right there, and, like Dana said, we'll just link all of them somehow.

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Make sure this is first and foremost for every topic, and then they have the ability to go to each individual.

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, Okay, So questions. I think we should continually remind everybody.

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Post, the board, the Legislature ourselves. that this is a document.

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All of this is in progress and it's going to get revised the and you know the parts that the board has to have to boat on. That's the curriculum.

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Okay, that'll stay the same till the next time which will probably be the fall.

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But these documents they don't vote on unless i'm mistaken.

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They're not voting on this so we can go in and change it from time to time.

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Then I think that we have to have that ability things are going to change. We're going to have new laws and circumstances and references.

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And for sure. All right, guys, I would really like to move on to the in service. and if you guys can pull it up, it's the final final presentation to the board is what it's called.

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And I just saw a few people there. motorcycle holder Resident.

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I'm sorry what's, up but folder is it in it is to do under lessons plans so commission lesson, plan under death and heart of hearing, and then final presentation to the board, and that includes everything

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It's taken a minute. it's pretty big so the thought process with this I'm here i'm gonna share my screen again.

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Guys. There, I go remove this down all right. So the thought process with this is we have our lesson plan here.

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Hey? We'll go through this in just a second Let me pull the other documents up.

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We have our resources. Everything that is in the lesson plan refers back to the

resources Ops done it, and then the toolkit.

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Final. Furnace So there's a great deal of information in here.

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I did Youtube video links. I just found a whole bunch of video links that make it easy for individuals creating any kind of training to include that tips or first responders.

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The toolkit items. This is another, you know, Dove is another list of resources that they can immediately contact to bring in people who have that shared life, experience, or lived experience.

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So ultimately, and Courtney could probably explain. it. better but what we would like to do is related to the board, and i'm sorry, guys, I'm, I want to see.

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Okay, there we go. We want to present it to the board.

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Create Courtney. Do you want to talk about what we talked about with the Powerpoint?

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It was like a brief communication about how to present this.

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Yeah. So one idea that was floated was that Chris would.

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So the 3 people we're gonna be presenting to the board are Chris Shannon and Janet, since they're the 2 chairs of the subcommittees and so Chris could give one option this for Chris to give kind of an

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outline of the process of the Commission introduced. You know what has been going on, and then for each of the subcommittee chairs to introduce the recommendation to the Board for their specific subcommittee.

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And I am happy to put together a Powerpoint for the presentation piece for the visual part of it.

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Just the board members, prior to the actual day of the board meeting in the work session prior to the board meeting.

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They'll The board members will get a packet of information

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They're obviously going to get the basic academy curriculum for that part.

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And then for this part, you guys just need to decide what you want to put forward.

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You guys have had discussion before about using one topic. maybe the deaf.

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You know this particular topic as the example, letting the Board know that there are 4 other topics that are going to be included with specific toolkits.

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Presenting your kind of mission statement is what i'm hearing as the front kind of cover letter to the recommendation with an example of a lesson, plan, and an example of what that toolkit looks like.

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So that's what one option is for the for what is actually given to them.

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And then, in addition, while they're look you know during the presentation, they can have that in front of them, while Shannon is talking about it.

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And is that agreeable for everyone? perfect real boat for me?

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This is Jill. Is there anything? What? What do I not know? What are we missing?

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Because I mean that seems pretty comprehensive and succinct.

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But what am I missing? Anything I don't think so is Laura here?

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Is this is this: how it's normally presented when you go to the Board, or we've never done what's being presented?

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Okay, thank you. yeah. it depends on what's being presented the board is very familiar with seeing the curriculum in that format.

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So this will not be a new for them. to see but yeah they're presented with things

all the time.

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So I think as long as it's it looks cohesive Then it shouldn't be a problem at all the other.

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I would also what one option is to also just make sure Everybody's okay with the 5 topics being covered in in service.

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I know one topic is gonna be shared with the Board in terms of what the whole package would look like.

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But since the other topics we don't have a whole package for yet, just make sure that everybody's on board with the titles of those, because I know recently, this particular title changed.

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Well, let's bring you up let's review what those are then well, and with that you guys can also look at the Alzheimer's dimension.

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That one is pretty well completed and comprehensive as well and honestly, it's just for more reference on how to proceed, and it shows the consistency in the cohesiveness between all of the topics.

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That I said that about about let's review them what i'm seeing is alzheimer's and dementia, deaf heart of hearing and deaf blind autism and intellectual developmental disabilities blind and

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visually impaired and traumatic brain injury.

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Those the 5 correct? Yes, ma'am, is everyone agreeable with that maximum.

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I want to stop sharing here. All right, so ultimately that line is the intention.

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This is basically these will be the tools that will be provided to agencies to utilize.

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I think it's a whole we've all come together and included. a great deal of amazing resources for everyone to use anything that you guys find along the way.

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Please send it to Courtney. we'll get it uploaded to a toolkit. And I think that's gonna be the biggest challenge guys. we need to really look at how we're going to move forward to complete autism and the

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intellectual and developmental disability, and the other topics traumatic brain injury and blind and visually impaired.

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Okay, So we have 2 examples of lesson plans at this point.

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Okay, So basically we're looking for we're going to do the presentation. We'll do the work work session on March tenth. the eleventh.

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It'll go to the board with the full presentation. Okay, at that point the post Board will approve it approved the curriculum for both the Base Academy as well as in service.

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From there. This is still going to be a work in progress we're going to have to finish those other lesson plan.

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So basically, who is willing, out of our group here to take on the responsibilities to start building those lesson plans based on the examples that you have there.

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For the other topics i'm. most comfortable with autism and traumatic brain, and I worked with a blind and visually impaired for a couple of years.

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But those are the 2 that i'm most comfortable with and I think it would be amazing because you can start them.

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Go through. and do you know the talking points that are so important and ultimately that's what I chose for the deaf and part of hearing a death line.

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Is. It was the talking points that that jumped out repeatedly in all of the resources that we were given.

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Do you have a i'm sorry if I missed it but is there a template for the lesson plan?

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I think there is so i'll upload it again.

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And i'll just keep it under lesson plans and we'll just do sample lesson perfect.

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But way It's empty and ready to go but you guys we all need to know, and if you don't mind continuing notification with Courtney that way, we're not all creating a lesson plan the So if you

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want to work on that. Then let us know which ones you guys have decided to work on, and then we'll just continually provide resources for each of us and and toolkit, and that kind of thing.

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I would have work on some of the intellectual and developmental disability piece as well, absolutely.

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And you guys, if we, if we want to create separate documents and then send it.

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So, Erica and I think we you know we did autism and an Idd together.

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So, Jessica. you could send it a coordinate and we'll upload it, and then you can just draw from that.

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That's great. So who do I hear is volunteering for what just so I can make sure it's in the minute.

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And if you guys want to continue to discuss it, and then by the end of the meeting we can regroup.

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Okay, is there anyone else that would like to do autism?

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The autism part, or i'll just take that lead and Jessica takes the I Dd.

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Lead, and we'll just combine them perfect and then with that traumatic brain injury.

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And again, I don't want you to overwhelm and i'll continue to have resources and i'll find videos, and we'll work on consistency.

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But and just putting it together. But if you guys can just continue to look for these resources and and upload them. right?

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So Okay, Erica, you're good with those Jessica.

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You're good with that are you sure your care you want to do both autism and traumatic brain injury, and the the deadline again, just making sure So that's the thing you guys as long as we have this

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presented to the board that's going to be work in progress. I think we should do it as soon as possible.

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Honestly, and i'll i'll keep working on it I yeah,

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But it's gonna be work in progress and we're gonna have to have it.

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The vehicle to request that pull staff posted on the website for us.

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You know, and it needs to be consistent and anything else that would want to do traumatic brain injury, happy to start it.

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And then everyone can add to it during our meetings. as Well, or i'll definitely help with it, for sure.

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Okay, if you're willing to start can definitely definitely start I can do the autism one. this weekend I want to leave it for the weekend I know i've dedicated time then that blind and visually impaired

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is that the one that we're always having challenges with getting is that is that the one Chris that you have that you have questions about finding, you know, subject matter and subject experts?

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That was Jessica. I think that you mentioned that we had a hard time finding a trusted resource right for the blind and visually in pain.

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Yeah, I just didn't know of one off the top of my head when I did that document, and i'll be honest.

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I didn't really dig so no way you know there's a school down in Inglewood.

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That might be a resource perfect, and you guys if you have the opportunity to look at all of the curriculum examples.

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That's where I got a lot of the resources from here. it's great. so oh, we can look for it Is there someone who wants to take on a responsibility to start the blind and visually impaired Hi Laurie Thank

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you all right. and then again, we'll all just independently continue to upload and send you guys these resources and talking points that we find I think if we can all work together like that it really not only not everybody's you know

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invested in what's being delivered as a whole you know. Hmm.

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All right. Okay. So Chris had to go i'm good okay, and awesome.

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They did their thing. I talked a little bit at the end for that reason.

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Off we go Now that's perfect so we discussed Jessica document, just to get you up and running.

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So we're gonna merge much of what she had in with Erica's document for our cover page or information sheet, and we'll have that posted initially for every subject matter and then we'll have a link to

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each individual. That was kind of our thought process. on that so it's always in the forefront, and can it.

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I have a question in regard to the resources about the autism and police training article that I think Jennifer provided.

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Yes, I don't visit them included. yeah thank you I could you know I felt that that it was really beneficial to read, because I do.

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It just feel like It's science-based or evidence-based.

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But it almost says don't bother right and I Don't think that's the message We want to I agree with you, and I I did not I didn't run it by anyone else.

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But after I I mean that was my impression as well.

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So I did not include that in the toolkit. My impression was the reason she sent.

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It was because it made the point of including people with autism in the training or whatever that was.

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A small piece of that article but and that I you know that's fine, but it was I felt it was definitely overshadowed, and I guess if anybody sees it it doesn't want to do any of this training

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they're gonna seize on that that's their takeaway, right?

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They quit me. Just 2 things really quick. just as a point of clarification.

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The postport will be voting on your recommendation whether to put that in front of agencies for resources.

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So, even though the postport can't mandate it the recommendation you're making will need to be burned on by the postport.

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So the thought the next post board so in terms of toolkit I don't think that they're gonna have to vote on every detail of the toolkit like they're not gonna vet the resources. you guys put on there.

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But they will need to vote on what you're putting in front of agencies to make sure that they're in agreement with it.

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So the next post board meeting after this one is june the third, and I don't know if kathy you want to speak to.

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So if the I think the one question is is if the if the Commission it puts forth a recommendation at this Board meeting on the eleventh, and then there's additions to

that that in service Recommendation will that be re-addressed at

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the June third meeting I don't think so I don't think that's going to be necessary.

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I think that again the ways that I I perceive that it's going to happen, based on talking to Bow and Janet R.

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Janet Unit Drake. We get confused a lot.

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I know you're you're a janet too, Gina, that they will.

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It is, it is very different. So with the basic curriculum, they'll vote on it once and it will be implemented.

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Okay. And so if any changes have to come from that, they actually will have to vote on changes.

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If the curriculum for any of the n servers is changing, I don't think that they have to vote on that, because really what they're voting on is the concept they're voting on this toolkit concept

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but you're showing them sample of what you're putting together and what you're providing the agencies the format that kind of thing, so that they see what is being provided it's so different it's like

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apples and oranges one from the other; but I believe they still will be voting because of the statutory language voting at the march the eleventh.

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But then the timeframe for any of these editions revisions.

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I know I heard Shannon say as soon as possible, Yeah.

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So Now you should be it's being presented at the work session.

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First, because this is twice a year we have a work session and all day work, session.

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The day before the board meeting which is a little less formal so, so they'll have more of a discussion about it.

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And then they'll actually vote on it the following days so they'll have a good idea of what has occurred and what the concept is, and kind of where you're going from here.

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And so like I said because this in service isn't a mandated in service, I think that the idea will be that they're just going to see what you've come up with so far.

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What what your idea is, what you have left to do, and the topics you plan to cover.

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It may be a good idea to set your own deadline and but I don't know that it's necessary.

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I Don't think it ever hurts but they may that may be. I could see the board one of the board members or a couple asked. Ask that question like, Okay, Well, if you're not done yet.

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When will you be done? that that could come out? question Kathy and and probably Courtney? Is it ever?

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Would it ever be a situation where they would look at this during the work session?

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Or what have you really dig in, and then make and bring questions to us.

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That, or or you know back and forth of what what would be to add in.

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And then then that June meeting then we we bring a re you know like, especially with the in-service one i'm not. but inside of maybe with the in service I can't say that's not impossible it I

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can't See that ever happening with the basic because they're such a short implementation time period for the academies to get that information.

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Get it into their lesson planets and then start teaching it right.

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But within service they could. I think the idea of having representatives of the Commission there, so that they can ask the questions and talk to is part of that.

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But it's always anything is possible. our meetings are all open to public. so you can always attend a board meeting.

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We post the link for public the day before it's on our post website. So if you ever want to, you know if you want to attend the Board meeting, you can. can.

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I request, Courtney, that you send that to us commission members.

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Can you send that? I know you're posting it on your website?

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But can you send that to us? so give us a heads up sure and just for everyone's awareness this this board meeting will be in person, and i'm not sure if it's going to be hybrid or not so if we get an

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indication. it's going to be hybrid meaning you can attend virtually, then, of course, if it's only in person, then it's down at 1,300 Broadway in Denver Hello, love Harper, I know but of course, Yeah, i'll give

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you guys as soon as we get word. sometimes it's last minute, obviously within 24 h or more than 24 h.

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But sometimes it's just a few days ahead of time when they make those decisions.

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Thank you for mentioning that i'm so in the mind of virtual, and and and she is Courtney is correct.

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We are supposed to be doing it in person this time. And what is the date? Just so.

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I can put a save the data on my calendar.

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March the eleventh. Thank you that way at least I have it at 10 o'clock A.

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M. Kathy are the work sessions public I don't think so.

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I think that's for board only Okay, and then there's the work session remote.

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My hybrid do. I have to be down there 2 days in a room?

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Well, she is, please i'm gonna i'm definitely gonna have to cancel the curriculum committee meeting.

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Then yeah, I had news from you people on the board, and I'm on the board.

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And you guys are toast. Could you recommend? This is not kidding test me.

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We need you to step out of the room now. Ben so then, just one other small detail is the file sure that you're using is not a storage.

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First call ricep. Thank you that that is really only meant for a portal to send things back and forth.

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So if you notice, like a lot of those curriculums and things I posted many, many months ago.

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Those are gone, if you want to see them again, i'll have to re upload them, which is fine.

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But that is not meant for storage just as you guys just as when you're talking about moving forward.

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What the reason why I think courtney's saying that also is one of the options that you have is, as you are approving items for the toolbox.

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We can put them on those website that may not be ideal.

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You may want to wait until you have a finished product, and I understand that but once you present to the Board, and they say we really like this idea, you know, keep going.

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Or maybe we suggest you do this or add this, or consider this or whatever it is, you know.

01:19:24.000 --> 01:19:27.000

And you say, Okay, these 2 topics are ready to go.

01:19:27.000 --> 01:19:38.000

Courtney, we could actually upload those 2 topics and put kind of a almost like a press release on the page, saying, Here you go!

01:19:38.000 --> 01:19:45.000

This is what the Commission has provided, and we would kind of send something out to all the agencies.

01:19:45.000 --> 01:19:48.000

Letting them know, because we're gonna do that anyways to let them.

01:19:48.000 --> 01:20:02.000

The academies know about the new curriculum I always notify them. but we would kind of give everybody an update and say, here's what's provided more to come on these topics just to kind of get you know them in

01:20:02.000 --> 01:20:07.000

the know and prepare them, and then they could start looking at it and seeing what you have.

01:20:07.000 --> 01:20:19.000

So it's not necessarily a bad thing. but Then we don't have a bunch of stuff in the file, share, and then you can, you know, upload as you are using it.

01:20:19.000 --> 01:20:33.000

But that's just one option excellent So Do you guys have any any further questions about that aspect of it.

01:20:33.000 --> 01:20:47.000

Good. Oh, you guys, I have so excited we've all worked hard and come a long way.

01:20:47.000 --> 01:20:53.000

Oh, hi, Chris, will you think? just trying to catch up?

01:20:53.000 --> 01:21:04.000

Make sure I know everything. So when I get grilled by chief at the work session that I have all the answers he's going to expect.

01:21:04.000 --> 01:21:10.000

He won't do that to you Well, from what I hear you're going to be there, too.

01:21:10.000 --> 01:21:21.000

So. Yes, you will well, good, but no I mean i'm looking forward to presenting it

and answering those questions and all this for good stuff.

01:21:21.000 --> 01:21:30.000

So I think we have a good product we've come a long way since October. Whenever that was we started with not a lot of time.

01:21:30.000 --> 01:21:40.000

I guys. So it doesn't look like we'll need to meet again Right?

01:21:40.000 --> 01:21:50.000

We'll utilize the deaf and hard of hearing and deaf blind little packet for our example, and then we'll just continue to build on the other 3 topics.

01:21:50.000 --> 01:21:56.000

Stay in touch. So how many topics do we have? 5 altogether?

01:21:56.000 --> 01:22:08.000

Okay, I feel 3 just to again go inside. Well, and it's like Sorry The quick way to find it on move it is to go to commission, and then lesson plans, and then Courtney created a folder for each one of them

01:22:08.000 --> 01:22:19.000

One thing, too, is that I should mention this. It is possible you will have to reconvene and I know you may not love hearing that.

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It really depends on what comes out of this board meeting.

01:22:24.000 --> 01:22:26.000

And it could be reconvening due to insurance.

01:22:26.000 --> 01:22:31.000

It could be due to Academy curriculum. Well, so

01:22:31.000 --> 01:22:37.000

I I want to put that on your radar because I don't want anybody to be shocked or surprised if something like that happens.

01:22:37.000 --> 01:22:46.000

If you get a lovely invitation from Courtney, and you think what if I, if I remember right, we actually have to meet once a quarter.

01:22:46.000 --> 01:22:53.000

Yes, that is correct. I think you are absolutely correct through statute.

01:22:53.000 --> 01:23:02.000

So We'll get that work out and we'll keep our fingers crossed, but just in case I I want to put it out there.

01:23:02.000 --> 01:23:05.000

We would definitely give you advanced notice if a meeting was going to be scheduled.

01:23:05.000 --> 01:23:18.000

So in my head kind of what i'm thinking we'll want to power out through a few of those other curriculums. there'll be things that will all want to talk about, and add and change your fleet or

01:23:18.000 --> 01:23:24.000

whatever I can imagine. we'll all agree that through the file share when we see whatever shows up.

01:23:24.000 --> 01:23:30.000

So I imagine we'll have a few more between now and sometime in the summer.

01:23:30.000 --> 01:23:39.000

I think so to clarify. Should I just copy and paste exactly what Jessica wrote in that document and uploaded?

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Just copy it, I would, as long as it stays consistent.

01:23:44.000 --> 01:23:48.000

You know you have the same font, and the size and that's the other thing.

01:23:48.000 --> 01:23:56.000

Everything else is a size 12, and I noticed that your was 11, We could just change that to 12.

01:23:56.000 --> 01:24:00.000

And what's the calibre going do you like calibre?

01:24:00.000 --> 01:24:05.000

What do you want for that? Yeah, calibre body light and then size 12. Got it?

01:24:05.000 --> 01:24:10.000

Okay, and then, i'll upload it as final final Yes, ma'am.

01:24:10.000 --> 01:24:16.000

Thank you. Oh, sorry, Janet, I don't know Why, it it goes from here to there, and then I see him so crazy.

01:24:16.000 --> 01:24:24.000

I know it's it's funny I don't notice it, either, and I put my hand up so it's they're hard to see they should be flashing or something.

01:24:24.000 --> 01:24:33.000

I guess So let me think. quote out: Oh, the in regard to meaning frequency.

01:24:33.000 --> 01:24:43.000

The statute implies that we need to do assessment of the effectiveness of this.

01:24:43.000 --> 01:24:51.000

So I think we do need to talk about I mean obviously it's gonna be a little while before it's implemented.

01:24:51.000 --> 01:25:03.000

But we do not need to figure out how we're gonna do that, and who and what we're looking for that kind of thing.

01:25:03.000 --> 01:25:08.000

So we do need to discuss that part of our charge I Agree?

01:25:08.000 --> 01:25:15.000

Go ahead, Chris. i'm gonna be quiet i'm i'm quiet.

01:25:15.000 --> 01:25:23.000

Now you were in charge of this meeting, though no I agree we'll have to.

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We'll have to figure those kind of things out as we move along. I don't.

01:25:26.000 --> 01:25:32.000

I don't know that we can make decisions on meeting schedule sitting here.

01:25:32.000 --> 01:25:37.000

I'm still wondering when Chief is going to have that Barbecue Grill.

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I was just about to say that we were supposed to have a meeting in Thornton at my house, and I have a non-commissioned, related question for you, Eric.

01:25:49.000 --> 01:25:51.000

Are you? Are you a board chair at Chicago?

01:25:51.000 --> 01:26:00.000

School of professional psychology. How did? Yes. amendment by my department chair. Wow!

01:26:00.000 --> 01:26:08.000

How did you find me? Well, i'm enrolled there as what I'm working on my i've been working on my dissertation for 3 years now?

01:26:08.000 --> 01:26:10.000

Covid and riots really derailed me.

01:26:10.000 --> 01:26:15.000

Which program business psychology. the rest of you Don't have to Listen.

01:26:15.000 --> 01:26:20.000

I'll have to tell Julie I know you Doctor Vanessa.

01:26:20.000 --> 01:26:26.000

Oh, she's the boss Yeah, she is my chair. is Noel, new house! She's just moved away.

01:26:26.000 --> 01:26:33.000

Oh, that okay. So that's great i'm sorry that's just looking at some school stuff.

01:26:33.000 --> 01:26:41.000

All the way we learn anything about each other so i'm good i'm like this is like i'm having coffee with you guys.

01:26:41.000 --> 01:26:48.000

There like, for that lady looks familiar. Well, you'll see you'll see my face on insight. magazine.

01:26:48.000 --> 01:26:53.000

The article was just published with my colleague and myself about our advocacy and the disability Popular.

01:26:53.000 --> 01:27:02.000

Yeah, Now, this is exactly what I mean. Like as a commission that we have missed, even if we can only talk about commission business.

01:27:02.000 --> 01:27:09.000

It pump, you know, Publicly, we missed those little things right before, right after meetings where you know, hey?

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My kids and I are gonna go do this as we can.

01:27:10.000 --> 01:27:20.000

You know those are the kind of things that I think Covid and virtual meetings have screwed up the personal side.

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For taking us off the right. Where is that barbecue?

01:27:24.000 --> 01:27:29.000

When is that barbecue i'm holding you to that north side of Thornton?

01:27:29.000 --> 01:27:33.000

Real yes, we'll figure that out now we'll work on it. Yeah, okay.

01:27:33.000 --> 01:27:38.000

Oh, chief. i'll work on on that and we'll get something going.

01:27:38.000 --> 01:27:41.000

We'll make a subcommittee chief you're in charge.

01:27:41.000 --> 01:27:45.000

All right back to business. all right. So does anybody have anything else?

01:27:45.000 --> 01:27:56.000

They want to add after the the post meeting on the tenth and eleventh, we'll figure out if we need to have any other meetings in the short term, and then we'll figure out also if we have to have any

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meeting. Well, when our meetings will be long term. I have 1 one thought that was something that was discussed earlier today.

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We we should probably call long-term start thinking about how we're going to include these changes in the Reserve Academy and Refresher academy curriculum, because regardless of what type of academy It is they're taking the

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same test, right, Kathy. So it needs to be included But we haven't touched on that yet.

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So that might be another project that we need to really get taken care of and finished long before July.

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The first reserve accounting would be tough. but Yes, we have reserve. Doesn't take a test, but they still have an academy in our manual Refresher takes the same test as basic does and they have you know the

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reduced academic curriculum. and it is also included in our manual. And so it could be discussed at the Board meeting at this Board meeting.

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It's gonna there is refresher I think it could be discussed at the Board meeting to see what the board, what their perspective is on, what how that should be handled in the future.

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Not that anything's going to happen any action is gonna be taken just to

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I think maybe having some collaboration and what direction they would like so we'll have a lot of updates.

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I'm assuming after we have this the board meeting i'm sure i'll i'll type up some sort of thing which you kind of kind of know what happened and kind of what

direction that they gave us and send that

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out through Courtney. I think if that makes sense, Courtney: Yeah.

01:30:01.000 --> 01:30:18.000

And then we could do it like a like we did initially a little doodle thing to see when you guys would want to reconvene cool. and i'm a that way back when just to look at schedules Yeah, So that

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we could just do that to see when you guys would want to reconvene after that, keeping in mind that Bill does state that the minimum you have to me.

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Queerly. Well, maybe we'll look at night doing on Wednesday afternoons at one o'clock.

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So, Chief, does that chuckle everything we'll see see just it might be in your best interest not to grill them.

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I'm just saying just saying so in terms of our agenda. We had final recommendation and post board meeting.

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We did not make it that far, right? They did vote on the basic academy curriculum.

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Okay. because there were no further revisions after last week.

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So that was approved by the Commission, because there was quorum to make that the final recommendation.

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And then the same thing with in service. Okay, cool. Well, then, I missed all that.

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So the only thing that wasn't decided is when you guys were gonna get together in person.

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I guess you guys can't yet unless it's an actual meeting, because I know

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The chair has asked. has been mentioning. that a lot wanting to get together for coffee or barbecue, or something like that.

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Yeah, but it's not a it's not official business we won't discuss business there, so we'll do it a doodle or something like that.

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Figure out when the most amount of people can get together for a non-commissioned business get together.

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So we'll do that going for after i'm thinking after the meeting. The postport meeting will do that. so then, just going back, I said we would circle back.

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To who was going to help with the in-service lesson plan.

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So I have Jessica, and Erica working on Idd and autism. Have Laurie, who's volunteered to start working on blind and visually impaired.

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Erica was also going to start working on traumatic brain injury.

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And did I Miss Alzheimer's Dementia?

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Or is that fully done, shannon that one's actually all put together and done all the day.

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I'm going. Okay, you guys, just want to review it is my understanding of who's doing what? correct?

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Okay, And did you guys talk about it deadline of when you want aim to have that to us, or in the file share anything as long as the templates in there by Friday I can at least have the autism done when done over the

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weekend have we missed physical disabilities no no it that's included in the autism in intellectual and developmental disabilities.

01:33:16.000 --> 01:33:25.000

And then maybe we could add that I guess to that topic let's see where Chris, Where do you think?

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Where do you think physical disability is not addressed if you look at those 5 categories?

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Is there a place where you cuz i'm running it in my I ran that in my brain, too, and I was just trying to think of.

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Okay, where are we? Where are we still addressing physical disabilities that are connected to these 5 categories?

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Do you see what if they're not well that's what i'm saying, Do you see something missing?

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How do you interact with somebody who uses a wheelchair?

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Well, the depending on what they're using the wheelchair, for I mean, if they have let's just use an example.

01:33:59.000 --> 01:34:11.000

If they've cerebral palsy that's a developmental disability that was kind of like. Well, maybe they're paraplegic, and they don't have they don't there's nothing else Yeah, there's not a

01:34:11.000 --> 01:34:24.000

Co. issue going on is just the one I don't know it's It's something I figure out they're just if we think we have a covered i'm good I just I think maybe that's something I feel like there's there is that I think

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there is. I mean that I was thinking about it earlier today, too, of if we're missing a piece there.

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If we're missing a category, there right But it was hard to break it down. and and I completely agree with you guys.

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So, Courtney, that would be an option to just include another folder.

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And then, if Chris and Jill you wanted to look into that and cover the physical disabilities, let's go with that sample lesson plan in there and get started, you run across somebody you know who uses a a

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prosthetic, you know, or has had an amputation you're gonna do things different.

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Perfect one, so I can physical disabilities. I can add the folder right now.

01:35:07.000 --> 01:35:14.000

Perfect. That would be a great one title. Yeah. And then, if you have the if you have the Co.

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You know you have somebody with autism who's also you know on a wheelchair to see real palsy.

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Same thing right you can. Are you going to transport that person?

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Be very similar to somebody who has a completely different physical or different has a physical disability, but not the the Co.

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And kind of the same thing. just I know i'm splitting hairs.

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But when You're talking about a service, animal you know often they're not just for one specific disability, I think we have it in the blind and alzheimer's and so you guys was a concern like that I think it needs

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to be included in every toolkit across the board, and there are a lot of them like that.

01:35:57.000 --> 01:36:09.000

If you look at the 2 toolkits that have been listed for Alzheimer's and deaf, there are a lot of the same resources there. because Service animals needs to be included in all of them.

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I think I can work on that one they didn't the physical one.

01:36:20.000 --> 01:36:26.000

Okay, I agree, though, visit or I service animals. things like that that are very broad should be included in all of them.

01:36:26.000 --> 01:36:37.000

And and just so you could cause I haven't been assigned Just so, you know, i'm gonna be i'm just gonna continue to try to find some more things to be able to put into these categories as well, that that

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you know, that could could stand a little bit more rub Robust?

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Yeah, toolkit items, I think, is what I want to say.

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Resources will be huge, for whoever ends up teaching these having those valves and having them thoroughly looks through embedded, and make sure that we and they're good sources, is important.

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It's representative of this commission, and representative post if we're being, If we're recommending them, So we want to make sure that they're quality.

01:37:08.000 --> 01:37:16.000

Okay. I added that to the file share under lesson plans.

01:37:16.000 --> 01:37:32.000

So there are now 6 categories all right Well, i'll let you guys know how well half of you will be there for the post board meeting, but the the rest of you that aren't there i'll let you know how it goes

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afterwards. And yeah, I appreciate everybody's hard work on this and hopefully we'll see each other in person soon.

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I will also send out. once I have what is going to go to the post board.

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You guys have all seen the curriculum so i'm not gonna I mean, I guess I could send it because it's all digital.

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Anyway, I will just send you guys what is going to be presented to them in their packet.

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So you know what the final product looks like. and i'm just compiling what you guys have put together and making it cohesive, , I would like to see that powerful you know if you're going to put together powerpoint it's the if you all. are making that presentation with a powerpoint i'd love to see that just so 100

01:38:08.000 --> 01:38:18.000

and because I do have questions you know people do in community. ask me often what we're doing, and so it'd be nice for me to see it all come together, and in a different format.

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And so if you can share that, too, that would be great yeah I don't envision that it's gonna be super long, I think it would just give them something something to look at versus just their paper and maybe well, we'll we'll

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chat and figure out what the best way to present it is.

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But yes, for sure i'll send both of those things out and just to confirm this is not just so you all understand.

01:38:40.000 --> 01:38:45.000

I wasn't suggesting that I was gonna take what what you're giving us to share out as much as I would like.

01:38:45.000 --> 01:38:52.000

I would just be interested in in seeing how it's all coming together in a condensed version in presentation form.

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Of course you guys have been working on this for months. so

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What else? Thank you all, Everybody, You know everyone for this very unique experience.

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First time, i've ever been on a commission and involved with any of this, and it's it's a lot to do through zoom, and maybe I think we've made it as personalized as we could and i'm

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very proud of what everyone's done and all the discussions I think it's been really fruitful.

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So just thank you for including me. thank you all right Nobody else has anything to add, and we'll call it a meeting.

01:39:39.000 --> 01:39:46.000

Wow! we're done early. how'd that happen 25 min early.

01:39:46.000 --> 01:39:54.000

Not that I don't have anything else to work on so the gift of time. Cool?

01:39:54.000 --> 01:39:58.000

Well, hey? I yes, i'll say it for the 40 thousandth time.

01:39:58.000 --> 01:40:05.000

I can't wait to see you Guys in person so hopefully That will happen before too long, .

01:40:05.000 --> 01:40:11.000

What happened next week. One is it next week no the after 2 weeks?

01:40:11.000 --> 01:40:22.000

Oh, don't scare me like you'll see some of us next in 2 weeks.