

18:03:14 Belinda, we are officially recording. So you may start whenever you're ready.

18:03:24 Okay, awesome. Welcome everyone. We're so glad you're here. Thank you for your Time tonight.

18:03:31 Do we have quorum? Looks like we have. 2, 4.

18:03:42 6. 8. I see 8. I may have missed somebody.

18:03:50 Thank you. Trustee Gonzalez for being here. Let's see, 1, 2.

18:03:56 3, 4, 5.

18:04:01 6, 7, 8, 9. Yay! Go team. Proceed.

18:04:13 Okay. Let's see. Of course, in doing so. I lost my agenda.

18:04:26 You'll feel okay.

18:04:23 See, you want me to do part of my job here, Philinda? Okay. Yeah, I'll be joining off and on as my Stibular system lets me here.

18:04:37 Thank you.

18:04:41 Yes.

18:04:37 So no, I think the called order and we got the introduction of in recognition of guests. Is there anybody?

18:04:45 Trustee Gonzalez I saw. I didn't see if there was anybody else.

18:04:46 Yeah. Okay. Now look.

18:04:51 I'd like to add that Dr. Jacob Reich is planning to join us at some point.

18:04:55 Great.

18:04:56 To be the listening ears for the superintendent's office.

18:04:59 How wonderful.

18:04:59 I got a message from him. He said he will be here in 10 min. He's, another meeting.

18:05:02 Excellent. Thank you.

18:05:06 Awesome. Oh.

18:05:07 Great. And it looks like everybody's getting their name in the chat. And so then I guess we can go right to the community communications.

18:05:18 Absent, are you prepared to read the?

18:05:22 Okay.

18:05:22 Yes, sorry, my dog is stuck behind this chair so You may hear some weird clinging.

18:05:26 Yeah. I can really.

18:05:29 Okay.

18:05:30 But I may disappear while I'm reading this.

18:05:41 There we go.

18:05:39 Alright. Comments are limited to 2 min per speaker, or 5 minimum. 5 min. 5 speakers max.

18:05:53 Person's wishing to provide public comments will be asked to seek their name and acknowledge that they've read the note about public comments wish they're listed below.

18:06:01 If more than 5 people wish to speak, we slash the co-chairs. We'll draw 5 names in random order.

18:06:06 Speakers and visitors are expected to provide comments in a respectful manner. The Presiding Officer, Teams, the speaker, visitor to be disrespectful.

18:06:15 That person may be warned or asked to see that. Sees, cease any further comment or

behavior noncompliance may result in ejection from the meeting public comment can be spoken or written.

18:06:26 Check does not ask questions about public comment. Go on here for public comment.

18:06:32 Do we have anybody here for public comment?

18:06:41 Okay, moving on to reading and approval of the minutes. Suzanne, do you feel well enough to do that?

18:06:51 I've read the minutes.

18:06:56 No, all we have to do is vote. Okay.

18:06:58 Alright. So, is everybody received the minutes in advance of the meeting?

18:07:09 Do we have? Oh gosh, see this is how my brain's working. We need someone to.

18:07:16 Good motion.

18:07:19 A second.

18:07:17 Make a motion to pass. They approval of the minutes.

18:07:21 I move approval of the. Minutes from the February, 2,000, and 24 shack meeting.

18:07:28 Thank you, and and do we have a second?

18:07:31 Okay.

18:07:31 We did, but I didn't see who it was.

18:07:35 Okay, thank you.

18:07:34 It's Leah. I second.

18:07:36 Thank you, Leah. Alright, so everybody who Approves, in the minutes from the last meeting, please raise your hand or your virtual hand and leave it raised until we can get the count.

18:08:03 7 8 9. I think I'm seeing. Are you seeing 9 also Belinda?

18:08:09 Yeah.

18:08:07 I can't see anything. Sorry. My computer is like freezing so I'm just like not touching it.

18:08:14 Okay, I believe I saw 1, 2, 3, 4. 5. 6, 7, 8.

18:08:22 9, 1011. Okay, you guys, I really shouldn't be allowed to count. I'm sorry.

18:08:27 I'm gonna

18:08:30 I should have warned you all when I came in. I'm not feeling well today, so I'm gonna be.

18:08:33 I also counted 11. So.

18:08:35 Okay, yeah.

18:08:35 Okay, thank you. So we have 11, yes. If everybody could take down their digital hand. And then if we, anybody who.

18:08:45 Okay.

18:08:45 And now we gotta go for the dick. Anybody object to the? The passing of the minutes.

18:08:57 I see no hands or is anybody abstain?

18:09:02 I see now. We have passed unanimously. Thank you everybody.

18:09:06 Okay.

18:09:09 Awesome, moving on.

18:09:11 Okay.

18:09:10 And now I gotta, I am gonna turn off my camera for now. So.

18:09:15 Alrighty.

18:09:14 You do you, Fran. Thank you. Oh, feel better.

18:09:19 I'm still here, I'm listening, yo.

18:09:21 I appreciate that. Okay, so moving on to district updates. Our host services update with, Alana.

18:09:32 Is she here or does she pass on a note?

18:09:34 She should be here. I do not see her on the call at this time.

18:09:40 Okay, let's see, is our person from construction management here?

18:09:45 Yes, he is.

18:09:45 I'm here.

18:09:46 And no rush if he needs another. Minute or 2 to get ready. One minutes ahead in the agenda, but if he's ready to go, that would be great.

18:09:58 I'm ready. I'm ready.

18:10:00 Awesome. Thank you, sir. We're glad to have you. Do you mind introducing yourself?

18:10:05 Yes, I'm Randall Skye. I'm director of architecture with construction management. I had been working with Pat Warner and others on developing the universal design standards.

18:10:17 And to kind of give you a little bit more introduction on that one. The 22 bond included a item for universal design improvements.

18:10:26 And in that. What we're trying to accomplish is develop. Universal Design Standards.

18:10:33 And that, Pat and I and others have been working on. Once we have those standards, we intend to kind of survey all the existing facilities.

18:10:43 And kind of determine. The. Compliance deficiencies.

18:10:50 For not only universe design, but honestly, there is some still accessibility deficiencies we still have that.

18:10:56 Probably would never address as part of ADA. So we're gonna do assessment and try to get.

18:11:00 All that, it's probably gonna be significant.

18:11:06 And so, yes, and so that's kind of what. We're at hand. We're kind of.

18:11:11 I would say halfway through our design standards. And what I mentioned earlier is the universal design, standards.

18:11:20 We have committee. Page. Park consultants, they are our consultants that we have hired to help us develop these these standards.

18:11:29 Page has. Hired disability advocates as well as architects and other professionals to help us with this process.

18:11:39 We have included on this committee. Kind of do a draft. And we'll have we have construction management represented.

18:11:48 Planning and asset management. Special education. Fine arts has been is represented. Because it's physical education, which is Pat.

18:11:58 She's representing physical education. Outdoor learning, transportation, and energy management. These are the different departments that we're trying to get a broad spectrum of viewpoints.

18:12:08 On universal design. And so I guess Pat can do you have the presentation for me?

18:12:15 Yes, I do. Let me go ahead and share my screen.

18:12:17 Okay, I'm sorry I should have asked you that earlier.

18:12:22 Okay.

18:12:20 That's okay. I was waiting for you to get where you would need it to be and

18:12:26 Working on that.

18:12:29 I'm not very tech savvy, so I'm relying on Pat to help me navigate this one.

18:12:33 Thank you.

18:12:34 I understand. Me neither. Okay.

18:12:37 Bye.

18:12:37 So go ahead and go to the next slide, Pat.

18:12:40 Let me get you in presentation mode. I've got too many things showing on my, computer right now.

18:12:46 Okay.

18:12:48 So let me see, I think that's gonna be.

18:12:53 So yeah, that's it.

18:12:53 There we

18:12:57 There we go. So that should we should be good now.

18:13:00 Okay, so what is universal sign? I'm gonna kinda use my own words. You can read what's on the presentation.

18:13:08 The presentation was created by Paige and they use their their language in there and I'm kind of tried to describe in my own words.

18:13:17 So if you want to read it while I kind of get my own different synopsis, please feel free.

18:13:21 But what is universal design? What we are and this is kind of what the committee is tasked to do.

18:13:28 But we feel that, universal design is a good design. That applies to all or the accommodations for the disabled and abled.

18:13:38 You know, is kind of standard throughout where accommodations for disabled aren't after thoughts. And everyone is mainstreamed into a facility.

18:13:51 All means that we have considered a facility for not only the able body but the hearing impaired. Visually impaired wheelchair bound.

18:14:01 Cognitive imperial such as autistic. AD HT and ADD. All these types of facilities that we are trying to make our facilities friendlier too.

18:14:14 Next slide. Why is it important to incorporate universal design?

18:14:22 Universal tonight is meant to have a school that provides educational opportunities. For a wide variety of persons.

18:14:30 You know, if we Have a facility that. Exclude doesn't include certain groups of our population.

18:14:40 We are not giving them a good service and that's where we're trying to. Make sure that we have a facility that's friendly to everyone.

18:14:46 Okay.

18:14:49 Next slide. Why is it important to incorporate universal design? I think, you know, as student enrollment has dropped over the years for a variety of reasons.

18:15:01 I think it's important to make sure that we don't. Overlook certain populations and make them welcoming back, you know, some If we don't have a facility, then they will go elsewhere for their educational.

18:15:15 And that's why we're trying to develop to where we have very inclusive facilities.

18:15:24 Yes, yes, please do.

18:15:21 And if I can interject here, Randall, thank you so much. As you as you've noticed the 2 slides these last 2 slides we talk a lot about equality and equality seems like the right thing to say.

18:15:35 But equity is really truly what we're looking for. We're not looking for everything to be the same.

18:15:41 We're looking for everyone to have the resources and opportunities that they individually need. To be able to function to the level that we want them to.

18:15:51 Thank you, Pat. Next slide.

18:15:55 And the 7 principles that will kind of go over one by one. Next slide.

18:16:05 And so that, yeah, the same, that's a cover sheet and go next one. Principles of Universal is that equable use.

18:16:13 Design rooms and spaces that. Persons with without disabilities. Can use these in all in the same manner.

18:16:21 That's what we're trying to do. We're trying to design them to where accommodations aren't after thoughts that they're part of it to where a person with certain needs doesn't feel inhibited or that they're left out of the classroom.

18:16:41 And that's really what we're trying to do, you know, such as. You know, accessibility where, let's say, wheelchair wraps.

18:16:48 I think sometimes, you know, we can have ramps that are meet the code. But are they?

18:16:56 Inclusive are the ramps in the back of the building or in back of the doors to where they're not really felt like they're part of the group.

18:17:04 They're kind of a an afterthought. And that's kind of what we're trying to.

18:17:12 Address with the universal design. Next slide. And by the way, all these photos that I'm showing, this was done by the presentation was presented by Page.

18:17:26 They are the architect that did, Rosedale. And so all the pictures you're seeing. Is of the Rose Dale facility.

18:17:34 So, the flexibility in use. I think you see this picture. Where it's got separate activities, you got that little little nook in the back.

18:17:44 To where that's kind of meant to. Where students that maybe have a sensory issues, it's a place where they can calm down.

18:17:54 And have a little privacy even though it's part of the space. Sometimes sensory wise, it's viewed as loop private space.

18:18:02 And so you can see a lot of activities and you're trying to make sure that all these classroom studios.

18:18:08 That can accommodate a variety of children and students and teachers. That have a variety of needs. Next slide.

18:18:20 Principal 3 is. Simple and intuitive. You know, good circulation design starts with an inviting.

18:18:29 Entrances, wide and well lit. Entrances that are can be inviting. The architect page Chad Johnson.

18:18:40 Shared with us a story where some of the schools that had been designed and when they were considering Rosedale They were very dark and they were very, narrow and some children took that as they were very inhibited by that entrance.

18:18:59 So they tried to develop entrances that were well lit. open. Wide and then as and have wide interests and then.

18:19:10 You know, if and narrow down the corridors as you got further in, but hopefully that it made the intrinsic a little bit more inviting.

18:19:19 And so that's kind of some of the philosophies that they incorporated. And some of the things that we had tried to, we're trying to.

18:19:28 It's established across the district. Next slide. In the previous slide, you know, there was colors and it was mentioned and so.

18:19:39 Like in this picture they've used textured wall tiles That is another way for. Persons walking down a corridor can help with wayfinding.

18:19:54 You know, visually impaired persons. They can be touching. These quarters and kind of understand how they can navigate.

18:20:03 When you have use different colors in your floors when you use different colors in certain wings. Those are wayfinding measures that can help some students.

18:20:15 You know, some students don't need that, but some do. And so we're gonna kind of try to.

18:20:21 Incorporate these these standards to where It makes a little bit more inviting for the kind of the student with little variety of needs.

18:20:31 Next slide.

18:20:35 And this photo shows kind of, a live skill space in the back there with that person standing on the right.

18:20:42 That's got a lot of kitchen supply, kitchen appliances. It's got stoves and all kinds.

18:20:48 And but it also has an overhead door that can come down. And so those were. We're trying to give life skills, but in case we need to, for safety reasons, close that off.

18:21:02 There is an overhead door that can slide down. And isolate the appliances. And so provide a barrier.

18:21:10 So in case those are needed.

18:21:14 Next slide.

18:21:18 Facilities that should be designed. All facilities should be designed for ADA. But in Texas also known as Texas Accessibility Standard or TASS.

18:21:28 TOS is the minimum standard that all facilities should be designed for. And I say that's minimum.

18:21:39 Universal design is not meant to restrict this to minimum. It's kind of hopefully inspire designers to kind of go up and beyond.

18:21:48 Our minimum design designs. To make art facilities friendlier. We're not dissatisfied to.

18:21:57 Have facilities that meet, you know, for example, some, of our even our 2715 facilities.

18:22:03 We had complaints of accessibility. Technically they met the letter of the law. The codes.

18:22:10 But we had certain students in the population. That. Their needs weren't meant. For instance, I think DOS had a complaint.

18:22:20 Elementary. To where a child in a wheelchair tried to go to the playground. And it took him, at least 20 min to get.

18:22:30 From his classroom. To the playground. And when recess is 30 min, you've deprived that child of that opportunity.

18:22:39 Is that a good design? I think that's where we need to make some improvements. You know, some of the materials that we have at some of our playgrounds.

18:22:48 Can wheelchairs really navigate through it? Those are the things we're trying to study. And kind of make some improvements.

18:22:55 For our facilities. Next slide.

18:23:03 You know, you see that's a kind of the same thing here. It's got some lot.

18:23:08 Life skills on the left. But, you know, we're basically trying to. Create standards to where We don't restrict persons with disabilities with a variety of needs.

18:23:21 That they are felt welcoming in our facilities. When you don't have a facility that meets their needs.

18:23:28 They they feel isolated and that's what we're trying to avoid in these design and our task at hand is to come up with designs that consultants can understand and try to go beyond these minimum standards.

18:23:44 Next slide. And just as an overview. Next slide.

18:23:52 You know, let me go back one. Multi-century experiences. I'm sorry.

18:23:59 That, multi-century experiences. We're talking lighting. We're talking contrast and color.

18:24:05 In the walls and in the floors. No we're talking even in color in the ceilings you know I think Chad share this story at Rosedale where You have a child who's in a wheelchair and inclined.

18:24:20 And all they really see because of their inclination to how they sit is the ceiling. Would it be nice to have something in the ceiling that that child can look at?

18:24:29 For visual stimulation. You know, there's wall colors in here and you know, we can put colors in the in the floors to help them navigate.

18:24:37 To where they can kind of understand where they need to go to. Acoustics. Acoustics is something we've discussed and I don't, will try to address those, you know, some of these space like gyms, we've talked about gyms, we talked about cafeteria.

18:24:52 How loud they are. You know, that's kind of how it's always been. But for some in our population.

18:25:02 Those are over stimulated. It's too much for some students that they can't tolerate it.

18:25:09 It's a it's a meeting that's not inviting to them. It's very unfriendly.

18:25:15 And so that's where we need to. Figure ways. You know, whether that's maybe having them.

18:25:23 You know, a remote room where they can kind of have a little quarter space and we can have feed into that room.

18:25:30 You know, those are ideas. I don't know if that's a good solution or not, but those are things we need to maybe Consider as we go forward.

18:25:38 You know, visibility and transparency, you know, seeing, being able to see. And kind of you know even like Chad Johnson was telling us some of the corners sometimes if you make

them occur surface it just It's visually a little bit softer.

18:25:55 You know, having and you're not so you can peek around the corner type of things. Those are the things.

18:26:01 That we need to try to achieve.

18:26:05 Next slide. Access and mobility. Way finding common pathways vertical travel going up and down physical barriers.

18:26:16 You know, you know, this, this is a kind of, The the bus pick a drop off and pick up at Rosedale.

18:26:24 You know, having travel pass from the from the buses. To inside the building making sure we have friendly ways to get in, you know, where parents can pick up their children as well.

18:26:36 Those are kind of some of the considerations that we need to kind of figure restrooms. Obviously we need to have accessibility to restrooms.

18:26:45 Do we just have a single stall, accessible restroom that's kind of as required for ADA or do we make them all a little bit more accessible.

18:26:55 Those are kind of the discussions we need to have. You know, obviously cost is a factor, but.

18:27:01 I think each of us have been in restrooms to where even able bodies have trouble getting into somebody's stalls.

18:27:06 And so those are kind of considerations. We need to kind of think about. And be a little bit more thoughtful.

18:27:14 Next slide. And this gets it to several gatherers kind of like I mentioned before, you know, this gets into auditoriums, it gets into athletic events.

18:27:24 Cafeterias conference rooms. You know, this is where some people can have sensory overloads.

18:27:33 And so this is where we need to kind of think about the spaces we provide. You know, I think it's the difficulty is Sometimes we provide things that are helpful to others, but not to some.

18:27:45 How do you balance that out? Those are kind of the challenges we face in kind of going forward. Next slide.

18:27:55 Outdoor play and learning environments. This is kind of a challenge I think Pat is very aware of.

18:28:01 You know outdoor facilities need to improve accessibility to children. You know, with a variety of needs, you know, such as side by side play.

18:28:11 Variety of equipment. You know, I know that I've seen several requests from. Existing facilities to where you know, you know, all we have basically for them is a swing.

18:28:24 But even sometimes a swing it's too high for and so it's not they don't really have a place to play.

18:28:31 And that's where we need to think about having proper heights. Do we need more than once swing?

18:28:37 More than one type of, station for them. Do we need to get a better surface that they can navigate by themselves because some of these play scapes areas, they basically need to be assisted.

18:28:51 And. You know, giving them a facility where they can do it by themselves, obviously is something we need to try to achieve for.



18:28:59 Those are, you know, and Equity in play is kind of what we're trying to achieve.

18:29:06 We need to have. A playground area. To where both.

18:29:14 Able and disabled kind of go to the same facility and play together. It's not, well, you're, you've got disabilities, you're play scapes over there.

18:29:23 They need to be playing together. You know, I think one of the things that we did when preparing for this is There's a facility in San Antonio that we want to.

18:29:34 And. One of the things that caught my attention from the owner was that he said, I believe you said 70% of the people who come to it's it's known as a very a friendly.

18:29:49 Entertainment area for disabled but you said Over 70% of the children come there are able. Why is that?

18:29:59 Because they have able, disabled brothers and sisters. They want to play together. It's a nice, it's a nice feature and that's where we need to try to come up with facilities that both can participate in.

18:30:12 Furniture, next slide. You know, we got portability. Economics, you know, colors.

18:30:20 And materials those are all factors that we need to Consider, you know, sometimes those are big factors to some children.

18:30:31 You know, we need to be a little bit more thoughtful. And what we can, what we provide them.

18:30:39 And kind of that's the presentation, Pat. Would you like to add anything? That were that were Good I've missed.

18:30:48 One of the things that has been just eye opening for me being a part of this committee is the fact that We for so long felt like at least as far as I'm concerned felt like we were doing a good job of providing spaces.

18:31:04 Or kids when in fact we were isolating those kids and so that's the piece that is it's come it's been it's been brought home and it's Wrangl said while ago we want people to be able to work together play together and be together.

18:31:19 So that's the goal moving forward. So I look forward to the work that's being done.

18:31:25 For sure.

18:31:29 And so I guess to give you an update, we're kind of halfway through developing the standards, you know.

18:31:35 The difficulty is Do we have it, you know, very descriptive to kind of give the designers some flexibility or do we define everything?

18:31:44 You know, we want, we're going to try to more of a descriptive, which is.

18:31:48 Kind of give the concepts that we're trying, that we want them to achieve, to give them.

18:31:52 To tap into the creativity. And so that's kind of where we're at with our standards.

18:31:59 You know, Pat can probably explain the difficulty in trying to accommodate everyone. But that's kind of where we're at.

18:32:06 I'm hoping that we'll have. Probably a draft in a month or so. Where we can start sharing, getting some feedback, and we'd be more than happy to share with you all for your feedback.

18:32:19 Okay.

18:32:19 It's kind of we need to get as much input as we can to see that we've addressed as many needs as we can.

18:32:28 So. Thank you for this. And about all questions.

18:32:29 And even though at this point Oh, sorry, Randall, I interrupted you. Even though at this point in time, this is not a completed project.

18:32:38 The beauty behind that is We're on bond meetings. Multiple times a week. And we're at being asked by the people they're they have this in their mind.

18:32:49 So even though this is not something that is we have this as a completed project get. They are looking to do that more as they are doing the designs and they're getting started with the bond right now.

18:33:04 So it's been nice to see that everybody's paying attention to that. They're speaking the same language.

18:33:08 So I think that's kudos to your team. Delivering that message to everyone who's working on the new schools.

18:33:17 Well, thank you. Any questions?

18:33:21 I would like to make some comments. First, a thank you to you and your team and to Pat.

18:33:25 For considering the least among us because that's who you're considering, the people who don't have access.

18:33:31 And that benefits all of us. It makes it better for all of us. So I'm really excited to see all of this.

18:33:37 I'm excited to see that this is informing, will inform how we. Fix our campuses that are not.

18:33:44 Accessible, how we design our new campuses. So I really do appreciate. Well, the good work that you all are doing.

18:33:52 It's not a question, it's a thank you.

18:33:52 Well, happy. No, we this we're We're working the way through it. This is a pretty.

18:34:00 It's a difficult task and we we need your input. You obviously have some different, you've got some insights that we need to tap into.

18:34:09 And I think, you know, Pat, if you could reach out to your colleagues here, I welcome their input into this thing because it is a challenge that we have.

18:34:19 And I think we can get better with your input.

18:34:22 How can we best get those comments to you?

18:34:25 Yes, get them to meet and and just like we've done and all the other presentations. If you have questions, you can get them to Belinda or Suzanne to compile into one if they come through me I will get them to randall and we'll get your answers or get you make sure that the input gets to his team.

18:34:42 Excellent. Thank you.

18:34:44 Thank you very much for that.

18:34:48 Oh, sorry, I did have a quick question. How is the district prioritizing? Which schools are getting Attention the soonest.

18:35:00 Is it? Is there some type of ranking system as far as which ones are the furthest away from that equity?

18:35:08 Goal.

18:35:08 Yeah, this study is really just it's to develop standards and to survey the facilities. I

think there's a little bit of money left in there to do some improvements but.

18:35:20 Honestly, I'm expecting to survey to indicate. We have substantial needs. Then only next bond is going to address is how I really anticipate this thing.

18:35:31 And so. I think each of you probably know our older facilities and probably questioned how accessible they are.

18:35:41 And so I'm really anticipate that. All the needs that we identify in the survey. Will have to be addressed by a future bond.

18:35:59 One.

18:35:58 What other questions do we have? Anyone? Good comments.

18:36:04 Well, and I'm sorry, I didn't know if I could add. To that comment and thank you for allowing me to join the meeting today.

18:36:12 Yes.

18:36:10 Is that Dr. Perfect. Sorry, I'm having some technical difficulties. I can't actually see all the speakers.

18:36:18 Thank you for being here. Please add.

18:36:19 Of course. Thank you for having me and I wanted to build on the question. Of how we're prioritizing and I wanted to just mention.

18:36:28 In addition to ensuring that we were following our equity guidelines. That our group had developed. We made a big effort to say that those campuses that were a open format.

18:36:41 And I know that there's a better word for it, but we're talking about those elementary schools where There are no walls in between classrooms when they originally built that was the concept of the time.

18:36:52 But they just don't align with. What we're looking at today. And so our number one priority in new construction right now is to redevelop those open concept classrooms to ensure a safe learning environment for our youngest learners.

18:37:08 I just wanted to mention that also because I know that when I was with Shaq a couple of years ago when we were talking about some facility standards.

18:37:16 The open concept aligned with some of the security issues we're hearing. Was a question that was brought up.

18:37:22 Well, Dr. HI guess I am aware that Oakill, Williams. There's one, there's a 4 score, a fourth school.

18:37:33 That had that open concept and those are included in the current 22 bond program. To address and remedy the open concept floor plans.

18:37:44 So I know those are being addressed and actually designs are underway on those projects. If there's others beyond that I'm not aware of it but I do know we're addressing 4 open concept schools.

18:37:55 Yeah, and I just wanted to reiterate that was a priority for the district. To start construction on those quickly.

18:38:03 Yes, sir.

18:38:05 That's great. Good news.

18:38:05 And speaking of open concepts, I think, gosh, it was probably like 3 or so years ago now.

18:38:12 We had a presentation from the district. And moving forward, trying to work with the

their layout of the bathrooms so that they're with some safety issues to be addressed.

18:38:29 For example, people couldn't be in their vaping or causing fights or whatever. It was more of like an open concept like the Alamo draft house type situation where everybody has their own individual stalls.

18:38:42 There's no gender assignments. Everything is and then there's kind of a hand washing station in the middle.

18:38:48 Is that still considered a best concept I've heard from some other people that there's more concerns that giving too much privacy and those individual stalls can also lead to issues.

18:39:00 With vaping and some other behaviors we wouldn't want students to see even though it addresses a lot of other issues that you know there were good intentions behind that I was just curious what the best practices are now around the bathroom situations.

18:39:17 Well, I do know the modernization, the current standard is to provide, gender neutral restrooms.

18:39:24 That doesn't apply for the athletic errors, but it does apply for everything else and that is the current standard for for our schools.

18:39:43 Anything else before we move on?

18:39:48 Again, we can compile questions if you think of something later and wanna address it. We can happily compile that and send it to them and get answers at one of our future meetings or be an email.

18:40:01 Thank you for being here, Mr.

18:40:03 Thank you. If it's okay, I'm gonna go ahead and sign off.

18:40:07 Thank you. Thank you very much.

18:40:07 Okay, thank you. Alright, thank you, Pat.

18:40:08 Thank you. Thanks. Well, Linda and Sedan and group. I got a message from Elena.

18:40:17 Huh.

18:40:22 Oh gosh.

18:40:23 Let's see.

18:40:18 They are administering last rights to her father at this moment. And she won't, they will not be able to get in and either willing to be for office.

18:40:27 So please understand that this is. Visit.

18:40:27 And we will. Yes, hold a moment of silence personally for she and her family. We totally understand.

18:40:35 And our thoughts are with them. That's it's been a long road for her and her family.

18:40:42 Okay, so moving on from district updates, we can move to the mental health subcommittee report.

18:40:50 Are you guys ready for that? And, Alia?

18:40:57 Awesome.

18:40:54 Yes, we are. I'm going to start. And then we will take over. First of all, I want to thank the members of the subcommittee.

18:41:05 And our experts who provided information and a March sixth meeting that we conducted with the subcommittee. So I'd like to name those members who helped.

18:41:13 To listen to our experts on providing mental health services, etc. I'd like to thank Leah in particular who is, I think should be the co-chair.

18:41:23 And we'll work on that later, but she has done an enormous amount of. Work and been very helpful in organizing and getting documents ready and organizing experts so that the subcommittee could be better informed about mental health services available in the community.

18:41:37 So thank you, Leah. Thank you, Alana. Thank you, Ava. Thank you, Juliet. Thank you, Maria. Thank you, Mary, and thank you, Francesca.

18:41:47 And if I forgot anybody, please excuse me. I do need to add that I had a bad fall today when near high school and I damaged my left shoulder.

18:41:54 So I'm on some happy drugs right now. The ER was very generous with those drugs. So I'm going to speak as quickly as I can, but I may have to sign off and Leah has graciously, but I may have to sign off and Leah has graciously, agreed to kind of lead you through the recommendation.

18:42:08 I do want to let you know that we had. 2 meetings, the subcommittee met on March the sixth for about 2 h and that's what we heard from some experts.

18:42:17 And those experts would be Dr. Molly Lopez from the Texas Institute for Excellence in Mental Health at UT Austin.

18:42:23 Tracy Spinner who is a former longtime Austin ISD director of health services and currently works with daybreak health and she is the presiding chair of it.

18:42:33 TA H. 906 task force on school based mental health, a real expert in mental health for the state and for us.

18:42:42 Dr. Elizabeth Minnie, a licensed psychologist with Veta Clinic, she and her she and her colleagues provided services on on site campus services to many of our schools prior to some budget cuts.

18:42:56 Mary, I'm Buchanan from Indigo Care, Stacey Spencer, also from Interval Care and Alex Alvarado from daybreak daybreak.

18:43:08 Healthy is the founder of Daybreak Health. He presented quite an astounding a presentation on what daybreak health.

18:43:14 Telehealth and on site mental health services, sliding scale services are available through the organization that he started because his brother suffered major mental health challenges, had suicidal aviation and Alex was, because of that, experience formed and organized daybreak health.

18:43:36 So, at this, oh, and then on March the seventh. The subcommittee met to write the recommendation.

18:43:45 I was not present. I was babysitting 2 very rambunctious grandchildren.

18:43:49 And Leon once again very graciously. Headed that, that collaboration and I really do appreciate that teamwork from everyone.

18:44:00 So the recommendation was actually written on March the seventh. It was run run by the eyes or several eyes were on it.

18:44:06 We sent it to the cochairs for checking, etc, and editing and so forth. So it and some other experts that we were.

18:44:13 Comfortable in having, their eyes on that recommendation, that draft recommendation. And it is a draft.

18:44:19 First, I want to make sure that everybody get a copy. Of the draft recommendation comments. Did everybody get that?

18:44:26 Anybody not get it?

18:44:30 I'm assuming that everybody got it and I'm hoping you had a chance to look at it's pretty pretty extensive very detailed and we were wanted to make sure that we were making our recommendation very clear, how the laws support the recommendation, what's required, what, you know, what we want for the best of our students.

18:44:50 Here's the key thing, the overarching idea. Mental health services are for our students.

18:44:56 Their families and our staff. They are not for adult providers. Vendors, anyone who has any control over our mental health services, they're not for them.

18:45:05 The mental health services are intended for our students, their families and staff. That's our key focus.

18:45:13 And so if, if adults are getting in the way of. Providing more services for our kids.

18:45:19 The, we need to make sure that those adults understand that that's, that cannot be tolerated.

18:45:26 So, Leah, would you please take over at this point? I think the drugs are kind of kicking in.

18:45:31 I'll be around but Anyway, there?

18:45:37 Hmm.

18:45:34 I'm glad you're okay, Ian. So I just wanted to say. You know, briefly I've shared with you guys before that the reason I was motivated to join Shack is because this is an issue that's really important to me.

18:45:53 My daughter is an autistic junior at Austin High School. Who has had difficulty accessing services for mental health support?

18:46:02 As a student in this district and the result of that was that she ended up in a very restrictive learning environment of a homebound setting for a year.

18:46:13 Well.

18:46:14 And then just anecdotally. I spoke with somebody from the JP 3 truancy court today who shared that they see 30 to 40 kids every week.

18:46:27 And that's just one of 4 truancy. From Austin ISD who overwhelmingly say that they're dealing with anxiety and depression.

18:46:37 They aren't able to access services at school. They're not able to get in to see anybody outside.

18:46:44 Of school. Their families don't know where to go. Parents don't have time to take off work.

18:46:49 And they really need help navigating these complex mental health care systems. So we spend so much time investing in.

18:46:59 Getting our kids enrolled here, but then after they're here, I feel like we're not doing the work to make sure that their needs are met.

18:47:09 To keep them here. I have families that I work with every day that tell me that they won't consider moving to Austin ISD because services just are not available here to them.

18:47:20 So what I'm hopeful that we can come together tonight as a committee to do is to honor.

18:47:27 The student and parent voice that we have heard. Sorry, my cat's feeding dishes going off if y'all can hear that.

18:47:36 That we've heard through community conversations and board meetings and tonight to support the recommendation that we sent you guys to consider.

18:47:45 There were a couple of questions when we met on March seventh that didn't get incorporated into that document.

18:47:54 And I wanted to make sure that one of those questions specifically got answered because I had I had gotten a response.

18:48:01 From Pat, thank you. Said how are vendors. How are they selected?

18:48:10 Like. If the recommendation is approved tonight, if it's. You know, if it's adopted and something.

18:48:20 Comes to fruition from it. A question was how were the vendors selected? And so the response that I had gotten was after vendors submit their proposals based on.

18:48:32 Posted RFP. Group of Austin ISD employees selected by the department that requested the RFP.

18:48:41 Will review each proposal submitted and score per the criteria in the RFP document. The evaluation committee or subject matter experts selected by the committee lead from the department.

18:48:55 After all of the committee members complete their review of the proposals and submit their scores for each vendor's proposal.

18:49:05 The vendor with the highest score will be the recommended vendor. If the contract for the vendor will be over a hundred \$1,000, the vendor recommendation will require approval by the board.

18:49:16 Contracts less than a hundred \$1,000 can be approved by the superintendent of the CFO.

18:49:23 And so that's really all I wanted to share.

18:49:31 So it's this point and I'll turn my video back in. Excuse me. It will be that way off and on during the.

18:49:41 Meeting during this part of the discussion I'll be a little slow so please forgive me. At this point I think what we need is a motion.

18:49:50 To. Have this recommendation come from the shack. Then we'll have discussion.

18:49:58 And then we'll take a vote. That's my understanding the procedure. So do we have a motion to approve the recommendation?

18:50:08 As set forth by. The shack mental health sub.

18:50:13 Oh, motion.

18:50:15 Is there a second?

18:50:19 Discussion. Questions?

18:50:18 I'll second.

18:50:26 I have some. And Dr. Reach, I'm so glad you're here because you, usually have a lot of answers.

18:50:34 We were considering requesting a shape assessment and we were told by Tracy Spinner who has historical knowledge that we don't need an assessment.

18:50:43 We have all the data we need. To support the overwhelming need for more mental health services. Tele health services and onsite services.

18:50:54 Services that serve not only the student. But their families. Services that are easily

accessible by phone. As in telehealth.

18:51:05 As well as accessible onsite. But that phone piece or that. Tablet piece or that internet piece, wherever the internet could go, that piece was very well described in the presentation by what is his name?

18:51:22 The head of daybreak and Tracy Spinner. They have services available on a slightly scale, by the way.

18:51:28 For that very thing, accessibility to everybody. And for teenagers, you're very reluctant sometimes to talk to parents about mental health issues.

18:51:37 Who are reluctant to talk to school staff but who need a counselor therapist right away. The the service is provided by daybreak.

18:51:46 Would meet that need. Also, it was made apparent to us during the presentations by our experts.

18:51:54 That we have. Services available through integral care. Through daybreak. Available through Dr.

18:52:05 Minnie's beta clinic. They're available in the community and they're available at a reasonable cost to the district and they would probably, Leah, correct me if I'm wrong, they would provide.

18:52:18 Services K through 12. They would greatly enhance what we have right now. Which is one mental health expert per vertical team.

18:52:27 To me, that's abysmally low. And we know there are resources available. I think my question is why Have those resources not been taken advantage of?

18:52:39 So. You know, the recommendation assigned, it's very detailed. I have to ask why.

18:52:47 Dr. Mitch, do you know anybody have an idea why when we have these resources available and the subcommittee received reports from the providers of those resources.

18:52:56 Daybreak health and interval care.

18:53:01 Why are they not being allowed on our campuses? Then my next question. Follow up to that is do we need an RFP?

18:53:10 My understanding after talking to Tracy Spinner who is and state recognized expert on mental health services. And has history with, ISD, she said we really don't need an RFP.

18:53:22 To do to bring these services onto our campuses these extensive services. Interval care, provide services to the.

18:53:33 Daybreak, health, provide services, very accessible services on a, on a sliding scale. The video clinic same thing sliding scale they used to be part of our school based mental health.

18:53:46 Program they were on site in many of our campuses particularly on low-income campuses. Dr.

18:53:54 Why have these not been accessed? Why has the district limited? Mental health services to one provider per vertical team.

18:54:05 Well, I must admit to not know. Every detail around our current mental health services and providers. But I do have a general idea of the process.

18:54:15 And some of you may know that I worked very closely. With Craig Shapiro when we, or when I got to give all the credit to Dr.

18:54:24 Spiro. And the team that he worked with, including Dr. Minnie. When they created the first school mental health center.



18:54:27 Correct. Yep. Yep.

18:54:31 At Crockett High School. But I worked carefully with them. But for the service that we provide, we do provide referrals to services.

18:54:40 And we have groups that we can provide referrals to. Not only do our counselors do that, so do our mental health professionals that work for vertical team.

18:54:49 Because we recognize that there are other providers. And so referrals is one step. I think. That when thinking of the RFP and the business side of it.

18:54:58 Part of it is what we provide on our campus, which is one thing and what we can refer out to.

18:55:04 Which is another. So what we provide on our campus has a much greater level of. I'm gonna use this word because I can't think of a better word right now, but I'm gonna say spurt me.

18:55:15 Because they're coming on to our campus. They're providing services directly to our students. And they have access directly to our students and our staff.

18:55:23 So there's a higher level of scrutiny when they're on our campus. When we are providing referrals out, we want to ensure that we're providing referral to a quality service.

18:55:32 But we still expect parents to do the stuff that they need to do to work with that service that is being referred to.

18:55:40 And so that's the major difference between a lot of these service providers on who we have on campus right now.

18:55:46 I would agree with Miss Spinner that an RFP may not be necessary, but I would say that it is a best practice because an RFP allows us to evaluate the services that are there to ensure that we're getting a quality service for our students.

18:56:01 And our staff and at the end of the day you know procurement is also about ensuring best value.

18:56:08 Now Austin ISD is never said that best value is our number one ever. But it's always a consideration.

18:56:14 So an RFP allows that and so I feel that an RFP would be important. If that's a step that's gonna go forward.

18:56:22 Cause that ensures that we're really getting a quality service. When you don't do an RFP, Sometimes what happens is one of 2 things.

18:56:30 Either you kind of just allow anyone in and then you have services that may not be best for kids. Sometimes and this I hope that this not has happened at Austin but we all know stories of other districts.

18:56:44 You allow services in because they already have an existing relationship. His name may not be best for kids, but it may be really good.

18:56:51 For that group who already had the existing relationship. And RP really allows us to edge against them. So I would just reiterate again, an RP is a great way for us to determine best value.

18:57:04 And I did hear Miss Kelly kind of explain. The RFP process and. One thing that I would add and that I would commit to doing if this is an RFP, we need to have.

18:57:14 Is we can have various steps to an RFP. It does not only have to be ASD staff to a value.

18:57:21 At the end of the day, ASD staff need to make the recommendation. Because they're going to be held responsible for those decisions that come forward.

18:57:30 But having community input on RFP is very important. I myself have run multiple RFPs both working in the finance office and in the superintendent's office.

18:57:39 And where I can, I always try to have community and teacher and, at least in a couple of occasions, input on the RFP.

18:57:49 Cause that's incredibly valuable. So just to add to Miss Kelly's description, which is accurate in is the information that our procurement office gives out.

18:57:57 We can do more than that and we can include. Community input on those processes.

18:58:03 I appreciate that explanation and I as a former board member appreciate that extra layer of protection that an RFP provides.

18:58:12 Leah, did you have a question? I saw your hand up. Per year.

18:58:15 I did. I have a question if those additional layers of input from the community and from student voice would be included.

18:58:24 The way the recommendation is written now, there's a very specific timeline of to issue an RFP in April, have it posted in May and a decision made by July, the first.

18:58:37 So considering that. That's what's currently written in the recommendation. My question is, Dr.

18:58:44 Reach, do you feel like there would be time for that community engagement?

18:58:49 I do. I had not seen this outline, so I would like to mention. Our board does not meet in July.

18:58:56 So if a recommendation was done by July first. The board would not consider it until August. So I just, I wanna just throw that out.

18:59:04 But yes, I do believe that with that timeline. I'm trying to do the quick mental math.

18:59:11 And so that's all of April, all of May, all of June. So that's the complete 90 day.

18:59:17 Yeah, so you know 90 day is kind of like the best practice. It's not great when you know that there's an emergency when there's expediency needed.

18:59:26 But when we're talking about what works for next school year, 90 day is great. That would allow for community input.

18:59:35 I would wanna consider on when the board would actually be able to take action.

18:59:39 Very good. Who would write that?

18:59:44 So the are, so there's technical aspects of an RP that would come. From our procurement office.

18:59:50 We would also, rely on Miss Warner and some of the specialists she has on her team to help provide some of the text technical expertise.

19:00:01 And then of course we've done this RFP before. There is a language that exists that we can borrow from.

19:00:06 To help build up a strong request. If that's something that the administration goes for.

19:00:12 Alright, so should the Shack approve this recommendation? And there is a specific request. I'm sorry, L.

19:00:19 Go ahead.

19:00:16 I have That's okay. I'm sorry, just something that Dr. Reach said just now.

19:00:22 Go ahead.

19:00:24 Brought another question to my mind. So there has been a previous RFP in the district for mental health services.

19:00:32 I believe there's been more than one and one of those RFPs. I think was really problematic and the way that it was written and it ended up resulting in underutilization of services and it was really part of the issue when my family first began having problems access accessing mental health care care services in the district.

19:00:56 So I just. I guess urge you. To.

19:01:03 When the RFP is being written. To consider which RFPs resulted in, successful services in the past.

19:01:13 And I'd like to piggyback off that I have a real concern about who's going to write this RFP.

19:01:19 I have a real concern about leadership in our mental health services department.

19:01:25 I'm gonna stop right there and just. Let that sync in. I have a real concern that gatekeeping has been occurring by that leadership.

19:01:35 And that has prevented our students. Their families and our staff from getting The services they need, the metal that.

19:01:44 Aute critical mental health services they need. So if there's some way to provide oversight in the writing of that RFP and not leave it just to the staff.

19:01:55 The leadership of our middle. Health crisis and services department. I would strongly urge that. Otherwise I would not feel comfortable.

19:02:08 I think like Leah and many others on this committee that, RFP would be written in such a way that we could access the services I described with daybreak, and go care and the Vita clinic. Dr.

19:02:19 Reach, I trust you will bring that information that concern of mine.

19:02:25 To and please any members of the committee subcommittee or of the chat if you don't share that concern, please let me know.

19:02:34 Please let us know, right now. I'll pause and let you, anybody who wants to interject.

19:02:41 And say, oh no, we're doing fine. No problem, we're just gonna leave it up to the leadership of the mental health crisis and services department of this district.

19:02:57 Alright, hearing note. Disagreement with what I'm recommending. Dr. I trust you.

19:03:03 I've worked with you. I worked with you for 8 years. And I know that you really care.

19:03:10 About making sure. Our students, our students in particular, get what they need in the terms in terms of mental health services.

19:03:18 So. I trust that you will figure out a way to provide oversight for this RFP. Should the.

19:03:25 Shack approved this recommendation by the mental health subcommittee.

19:03:30 Are there any more questions, concerns, discussion? The edits that we want to add to. The recommendation.

19:03:41 I just think we need to. Edit that timeline to change from July to August. For the boards.

19:03:47 Good point. Good point. Yeah, thank you for that reminder. About our rhythm, our financial rhythm and our voting rhythm and that kind of thing.

19:03:58 So, is someone making note of that, change August. August 1, 2024, I believe is what we're looking at in the.

19:04:07 The actual recommendation on the second page. Okay. All right.

19:04:17 Hearing no further discussion. We will now take a vote. The Okay.

19:04:22 Actually, I don't know if it's just my computer. I notice this on the draft, but I'm also seeing that it's on this updated version that was sent in the chat.

19:04:31 At the very end, the best practices in the delivery, the breakdown is just all A's, which I don't know if that has any.

19:04:41 The breakdown.

19:04:41 Bearing on anything.

19:04:44 I'm not seeing breakdown. I mean, I'm not. Clear as to what you

19:04:54 Yes.

19:04:48 Like, in like where the bullet list would be and it literally might just be my computer, but where it would usually be bullets or like A, BCD.

19:04:57 Yes. And with no words. With

19:04:57 It's just A-A-A-A-A. That should just that's how that's how the different like.

19:05:06 It's a comprehensive clinical assessment and screening, a individual therapy A.

19:05:12 Okay.

19:05:09 What is probably happened? What is probably happened is I move that over into the folder where I keep all of the documents so that they all stay together and I did not look at that.

19:05:21 That's that's my thought when I moved to Google. It did that automatically. That can be changed.

19:05:27 I'll make sure that that gets that did not come to me as a Google Doc. I moved in into a Google folder just to have it the same place all the other shack information is.

19:05:36 I will.

19:05:36 Got it. Hi.

19:05:37 Thank you for raising it. And that did give me an opportunity to ask one more question that's about cost.

19:05:44 When Leah told us about the daughter amounts that required board approval. And then what the superintendent has the authority to do.

19:05:52 Okay.

19:05:55 I would suggest that

19:05:59 If. When the RFP is responded to my vendors. Okay, they will provide an estimated cost of services.

19:06:12 And I just want to remind the committee that if. Yes, the estimated cost of services provided by the vendors and it is possible for there to be you know the committee vetting and judging and that kind of thing the vendors it's possible they could recommend 3 vendors to vendors you know so forth and so if the total cost is over, 100,000 K, then the board would have to vote on it in

19:06:37 August. If it's under 100,000 K. Then the superintendent can approve it. So I just wanna remind the committee about that.

19:06:45 Because I think one of the driving concerns we've had in the in the subcommittee is that we get these Expanded services in front of our kids on campuses ASAP.

19:06:56 And not have to wait because we have a mental health crisis going on. We've had one for a while.

19:07:03 We need to really work hard to get these. Services to our kids, their families and our staff ASAP.

19:07:12 So I just wanna remind people about that before we go into the vote. It doesn't, it's not part of the recommendation, but it's just a reminder, okay, about how the speed with which this could happen.

19:07:20 What's the RFP is responded to. etc, etc. So if with no further ado, I'm going to ask.

19:07:28 For a vote, a show of hands from. The, members of the shack.

19:07:34 So, yeah. Okay. Yep.

19:07:34 And before we start, then. I want to make sure that the version everybody is looking at that I we have is what's being changed so we have the latest.

19:07:42 Gotcha. Gotcha.

19:07:44 I want us to look at that second page and make sure that we, can change those dates.

19:07:51 Gotcha.

19:07:51 To get them what we need them to be. We change the A to be bullets. Is that going to be okay with y'all?

19:07:56 Is that okay with except committee members? Bulleted items instead of ABC through I we have just bullets.

19:08:05 Yeah.

19:08:06 Yep.

19:08:09 And then the days.

19:08:05 Is that? It's okay. Alright, so that's okay. Then changing the date to August first, 2024.

19:08:13 Instead of September.

19:08:13 Go on.

19:08:16 Instead of September.

19:08:16 Where?

19:08:17 No, instead of July.

19:08:18 Oh no, the July return to August.

19:08:20 Okay.

19:08:21 So.

19:08:24 And then.

19:08:20 Yeah, that's the voting date for for the board. The decision is made by August first. That's when the board would be available to vote.

19:08:30 Is that correct?

19:08:34 Yes.

19:08:30 And then that's the only date that needed to be changed, is that correct? So everybody should be able to see that live right now.

19:08:40 And make sure that that says, exactly what you need it to say.

19:08:45 Take a few minutes to review, please.

19:08:49 And Anne, while people are looking through that, I did have one question that I should have thought of earlier, but just came up during the discussion.

19:08:55 Sure.

19:08:56 So I know we're looking at this as the overall district support. But if there are schools that need above and beyond supplemental?

19:09:05 Hmm.

19:09:08 Would the vision be for the services that are identified in this RFP. To be available to individual schools in a more enhanced capacity or is it something that we're looking at more primarily umbrella across the district.

19:09:28 Okay.

19:09:23 Well, so that's a question of how the RFP is written. And that's why I want more than just the leadership of the mental health crisis.

19:09:33 Services department. I want more people at the table writing that RFP. To make sure that it has that kind of.

19:09:42 Kind of expansion. Clause if you will in it. And, it might be, I mean, it might be a good idea to, see if, Dr.

19:09:55 Reach might entertain the idea or if it's even possible if some member of the shack. Helps write that RFP.

19:10:02 Is that a possibly? Dr.

19:10:08 You may, oh, there is. Okay.

19:10:11 Yeah, sorry. I would be happy to take feedback to ensure that that feedback is considered.

19:10:17 Okay.

19:10:17 I would not be able to commit without talking to other team members. Because we need to ensure that any our, is aligned with a ISD process.

19:10:29 Yes. So I'm gonna make a request, Dr. Reaches, you can take back to the, executive team.

19:10:36 That a member of the shack who is well versed in Policy writing. Hey, who understands the vision of the shack, which is to serve as many, I would prefer all but.

19:10:50 Serve all students. Let's just start there. All students. With as many mental health services available.

19:10:58 From the community with accessibility, ease of use. Telehealth, etc, you know, accessibility, ease of use and available to parents, family members, daybreak has those kinds of services in particular.

19:11:12 I'm not trying to sell a daybreak, but you know they do have very comprehension serves.

19:11:16 They have about 300 therapists available. And so, you know, taking that vision, that understanding back to the executive team and saying that this committee subcommittee is passionate about making sure.

19:11:31 That mental health access to mental health services is equitable across the district in particular in areas where it's of the greatest need to your point.

19:11:42 Suzanne.

19:11:44 And actually, I just keep on having all these ideas now. One of the things I was thinking of if we are going to be allowed to provide some type of feedback on the RFP, I feel like it would behoove us to for our next meeting of space is available have one of the experts that you have been speaking with maybe come present to the group for example Tracy's beennder I think would be a great example just to get us to

19:12:11 I agree.

19:12:17 Hmm.

19:12:13 the level where you all are. With the information that you have so that we can. Have more informed questions and more informed input for that.

19:12:23 RFP. I feel like you guys are a step ahead of us. Since you had that other meeting with all the things that are available and all the possibilities are out there.

19:12:34 And there's probably, I know I'm feeling a little bit if I don't know what I don't know.

19:12:36 As far as what we should be looking for or asking. And so I'd have to take a look again, see what we've got lined up for the agenda for the next meeting.

19:12:47 But if you have recommendations for people, the experts that you've been speaking with, that would be beneficial for us to hear from.

19:12:58 That would be really helpful.

19:12:58 I feel Tracy feel that Tracy's been her with her historical knowledge of the district. Having been director of health services.

19:13:04 With her position, as a statewide expert on mental health services. She is a consultant with TEA, etc.

19:13:12 That she would probably be the best person to come and the best use of time, our time.

19:13:18 She is very concise, very organized, etc. So my question and Leah, you're my brain at this point or anybody else's my brain, quite frankly.

19:13:28 Yeah.

19:13:29 Would that give us enough time? Would that's an April meeting. Would that give us enough time?

19:13:37 Dr. Reece, do you think that we could? To have that. Could we start the RFP and you know, had that discussion?

19:13:47 I mean, it's kind of a, you know, chicken neck thing. What's gonna happen first?

19:13:49 What would be the best use, I guess, at times so that we could get the RP out as quickly as possible so that it could be evaluated and so that recommendations could be made.

19:13:59 Cost analysis could be done. We could figure out if it's a board decision or if a superintendent decision to hire these outside services.

19:14:07 What's your recommendation, Dr.

19:14:10 My recommendation would be that we would need to create. Aligning with the timeline that you've already developed.

19:14:16 A timeline that includes the administrative task that need to be part of that. The other thing that I I just want to mentioned that is a real thing that we need to consider is also our budget considerations.

19:14:29 Correct.

19:14:28 What budgeting we have for this and what availability we have. For services. You know, last time we did this RP, we had a general amount of money.

19:14:38 That we knew we could spend. You know, please know, I know for a fact. I normally would never speak for them, but I know that every member of our Board of Trustees and our superintendent.

19:14:50 Would expand mental health services to every campus of money were not an issue. In a second. But we do need to consider the budget constraints that we have also.

19:15:00 Yeah.

19:15:00 And that's something that we'll be able to do with working with. Administrative leaders.

19:15:09 So, that's what we're doing. Breaking up. Yeah.

19:15:12 I know others have questions, but can we vote on this charge first? Because I think that is the main thing we need to accomplish in this meeting and then we can.

19:15:21 Address the other things as we go.

19:15:22 Okay. Okay, so let's go ahead and call the question and take a vote those in favor, please raise a virtual hand or a real hand.

19:15:45 In Simone County.

19:15:49 Thank you.

19:15:49 How many hands do you see?

19:15:53 Okay. Yeah.

19:15:58 They keep sifting.

19:16:00 Still, I'm taking tramadol. Sorry.

19:16:05 Yeah.

19:16:04 Yeah, 9, 1011, 12. I think I see 12. Every time I start counting my boxes shift.

19:16:13 I see. 11.

19:16:16 I got 12.

19:16:20 Hey, 1112. Yes.

19:16:18 567-89-1011. Cool. Okay.

19:16:26 I have 12.

19:16:29 Alright, so I'm assuming it pass then. Is the post? No.

19:16:36 Yep.

19:16:33 Oh, just to make it soup just to make it super official. Is there, can anybody let's unraise the hands for the virtual wins?

19:16:43 Is there anybody who objects?

19:16:46 Alright, I see 0. Is there anybody who's abstaining?

19:16:52 I see 0. Okay. Just wanted to confirm.

19:16:55 Excellent. So this next steps process is to. To make the corrections in the recommendation. To provide copies and you'll have to tell me what the process is because I have not been.

19:17:11 Privy to the process for a while. So Pat, what is the process for disseminating this recommendation.

19:17:22 Who does it go to, etc?

19:17:22 My understanding that it go to Dr. Reach, Dr. Reach, is that correct?

19:17:34 Okay. I can make that happen.

19:17:28 Yeah, I can go to to me or to Heather Petrazini either way.

19:17:36 Let's do it to both, please. Second.

19:17:42 Yeah.

19:17:39 Great. And all the changes have been made. So the one that we have voted on is the one that is being sent.

19:17:46 Yeah.

19:17:47 Okay, correct.



19:17:48 And then we will also. As an agenda item for the April meeting, we will invite Dr.

19:17:55 Not Doctor, but Tracy Spinner. To present essentially the information that was presented to the subcommittee on March the sixth.

19:18:08 The slides are available, by the way, and that's an interesting, that's, that's a point, Leah, the slides are available from Dr.

19:18:15 Many from animal care although they didn't do slides did they it was mini doctor mini and daybreak correct

19:18:23 I believe we have sites from all 3 and I can send them to Pat. I can send them.

19:18:24 All 3. And this could be sent. Those could be sent to the shack. And to relevant.

19:18:34 Staff members who would be involved in the process of the, you know, writing the RFP, if you will.

19:18:41 Although I have a question as a board former board member whether or not it's appropriate to send it to staff right now.

19:18:47 Because it could be considered to influence or advocate for or whatever that those providers be the ones who are granted, you know what I'm saying, if they decide to apply to the RP.

19:19:00 So maybe we just restrict sending the slides to the Shack members. And Leah, if you can remind me, we'll try to get those out.

19:19:05 Hey.

19:19:08 To the Shack members so that they can see. The subcommittee members have seen that already. They saw the presentations, but we can get them out to the shack members, but just to preserve.

19:19:18 Oh. Correctness in this process. So that we don't get accused of being biased in favor of one or another vendor.

19:19:28 We'll just restrict the sending of the slides to the shack. And they will invite Dr. Tracy Spinner to our next meeting.

19:19:35 So that she can kind of give us a a perspective she's very good about doing a very, overview.

19:19:42 She's a 3 60 thinker as well as a 1 80 thinker if you know what I'm talking about.

19:19:48 It doesn't have to be long. Tracy can condense it pretty well. And I'd like you to have time for QA to in that whole.

19:19:55 Process. So at this point, Leah, can you, Leah, other subcommittee members, can you think of anything else?

19:20:02 That we need to. Say or do you accomplish at this point?

19:20:14 I don't have anything else.

19:20:13 Okay. Okay, anything else you need from us, Pat? Belinda, Suzanne?

19:20:21 Our next item in, agenda item is just general items for members. So if we have any announcements or.

19:20:27 Anything else we need to talk about which kind of segregated into what you were asking. From the subcommittee.

19:20:44 Well, I'm just gonna say.

19:20:44 Well, if you have any additional If you have any additional feedback for Randall or for the subcommittee report.

19:20:52 Or if you have any health services questions, we can always collect those. You can send them to Suzanne or I.

19:20:59 Or directly to Pat and we'll, call them together and get them to, whoever the speaker or call them together and get them to, whoever the speaker or, AI is the person that needs to, respond to those.

19:21:09 So I'd like to offer 2 celebrations. I love to end meetings on positive notes. Number one, congratulations to Miss Addison McKenna.

19:21:18 On an \$80,000 scholarship to Hookham, UT, Austin.

19:21:24 Hey, yeah, that's so awesome. Congratulations.

19:21:28 Amazing, am I doing? Am I doing the right thing?

19:21:25 What go Edison? Alright. We are so proud of you. I know your mom is.

19:21:37 Okay.

19:21:35 We are all very proud of you. Thank you for all your hard work and your persistence and for your input and for your perspective and go horns.

19:21:44 That's awesome.

19:21:44 Thank you. Any words of like, you know, wisdom you should want to impart to us now that you're about to become a long horn.

19:21:52 Okay.

19:21:52 Okay. It's up to you guys and you don't know pressure.

19:21:55 Okay, congratulations. That's amazing.

19:21:59 That's exciting.

19:21:59 Alright, we'll do.

19:22:01 Oh.

19:22:01 Addison don't listen to him. You know you love Texas tech.

19:22:05 Yeah.

19:22:04 Okay.

19:22:09 Okay.

19:22:04 Yeah, Dr. Reach, I have enormous fondness for Texas Tech. I must admit, although I am a long room.

19:22:13 But you know what? I'm an equal opportunity teacher and learner and I would say tech. There's a lot of really good stuff going on.

19:22:21 Okay.

19:22:21 We know whatever university Addison decides on. They're gonna be getting a great student.

19:22:34 Oh, yay.

19:22:26 They are in the they are in the Yeah. Second one, Pride Week. Prior to Broadway.

19:22:38 Celebrate it. I did pick up as I was laying on the floor at linear today after my little Tumble, I picked up a Pride Week flag and I'm gonna display it proudly.

19:22:49 Everywhere I go.

19:22:50 Oh, you've bleed in perfectly to what I was gonna say is that the big pride event is on Saturday.

19:23:00 I'll put the link in the chat here, but at the Austin ISD performing art center.

19:23:08 There's gonna be all types of information, entertainment. I think I was on the little

board chat today for the planning committee and we were at a loss for a food truck so we're replacing one of our food trucks if anybody has any emergency food truck vendors that might wanna participate.

19:23:28 We're around in a round and up a bonus one. But, other than that, it's gonna be a phenomenal event and let me get the link here so I can pop it in the chat.

19:22:26 Yeah. Absolutely. Okay, and you said you had a second something? Yeah, Yeah, Awesome.

19:23:40 Thank you all for being here. We appreciate it. We've got one more meeting. Hopefully that's our last one.

19:23:48 We won't have to meet in May. But I look forward to seeing all of you then.

19:23:52 Thank you all for being here. And send any questions and email if you have them  
Thanks so much guys.

19:24:01 Alright. Oh wait, do we have to officially?

19:24:08 Okay.

19:24:05 Oh, adjourn officially. Okay, let's adjourn whatever time it is. 7.

19:24:06 Adjourn the meeting. I do everything by the book.

19:24:13 Really? Sure.

19:24:12 One, Thank you.

19:24:08 I. Bye everybody. Enjoy this lovely spring weather. It's gonna change.

19:24:17 Thank you. Hmm.

19:24:35 For my name.

19:24:29 His parents. New environment. Yeah. Yes.

19:24:38 I sent you an email. About the letter of red. Just a few days ago, I'm not sure.