

SAN YSIDRO SCHOOL DISTRICT
4350 Otay Mesa Road San Ysidro, CA 92173
Phone Number: (619) 428-4476 Fax Number: (619) 428-1505

SPECIAL MEETING OF THE GOVERNING BOARD
LONG RANGE MASTER FACILITY PLAN (LRMFP)
VIRTUAL TOWN HALL
THURSDAY, OCTOBER 1, 2020
5:00 p.m.

Pursuant to Governor Newsom's Executive Order N-29-20, this Special Meeting of the San Ysidro School District Board was held by teleconference. Trustees of San Ysidro School District Board and the public participated in this meeting via teleconference. The Public viewed this meeting by accessing the following link <https://www.youtube.com/channel/UCGyF01068pwbhe-B5xnyl-A/videos>. Public comment and questions were submitted by email to publiccomment@syzdschools.org on or before Thursday, October 1, 2020 by 6:00 pm. To listen to this meeting in Spanish, please call 1 (978) 435-0140 and enter the access code 820 620 396#. **Should a quorum of the Board not be present for the meeting, the Special Meeting will be adjourned and the District will proceed with the Long Range Master Facility Plan Virtual Town Hall for Smythe, La Mirada and Child Development Center & Preschool.**

Minutes

1. CALL TO ORDER Who: President Gurmilan Time: 5:01 p.m.

President Gurmilan announced that this Governing Board meeting is conducted pursuant to Governor Newsom's Executive Order N-29-20.

2. ROLL CALL by Gina A. Potter, Ed.D., Superintendent & Secretary to the Board

Mr. Humberto Gurmilan, Board President
Mr. Antonio Martinez, Board Vice-President
Mr. Rudy Lopez, Board Clerk -*Absent (Watching via YouTube)*
Mrs. Irene Lopez, Member
Mrs. Rosaleah Pallasigue, Member - *Absent*

3. FLAG SALUTE by Humberto Gurmilan, Board President

4. AGENDA

The Board approved the agenda for the meeting.

Motion: Martinez Second: Gurmilan Vote: 3-0

All votes during this meeting were completed by roll call.

5. GENERAL ADMINISTRATION

5.1 VIRTUAL TOWN HALL MEETING TO SEEK COMMUNITY AND STAKEHOLDER INPUT REGARDING THE DEVELOPMENT OF THE LONG RANGE MASTER FACILITY PLAN - SMYTHE, LA MIRADA AND CHILD DEVELOPMENT CENTER & PRESCHOOL (Adrianzen)

WLC Architects, Inc. President Jim DiCamillo facilitated this Virtual Town Hall Meeting to seek community and stakeholder input regarding the development of the district's Long Range Master Facility Plan for Smythe, La Mirada and Child Development Center & Preschool. Public comments and questions were submitted via

email by 6:00 p.m. on or before Thursday, October 1, 2020 at publiccomment@sysdschools.org. Public comments and questions were read and answered following the presentation. Public comments and presentation are attached.

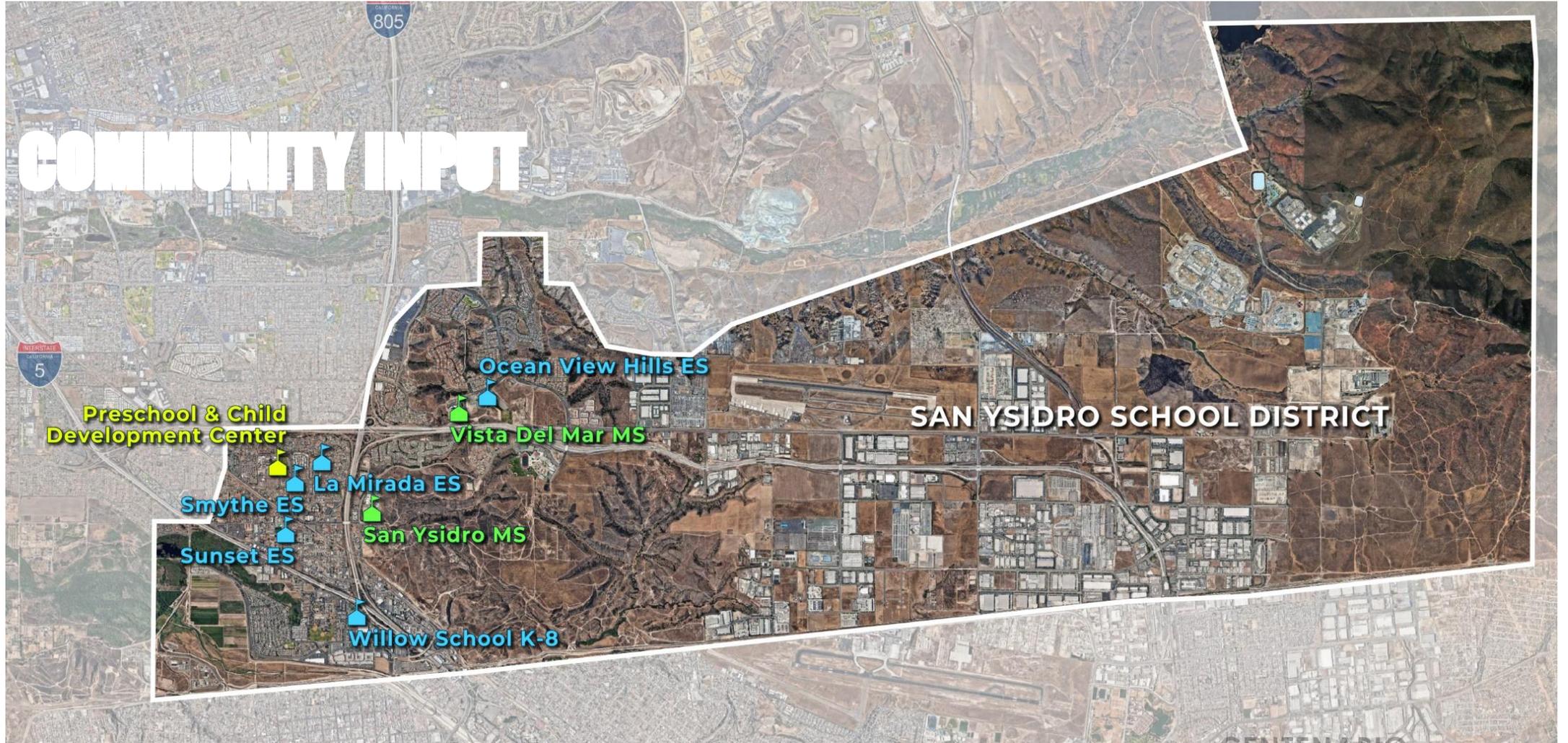
Vice-President Martinez made a motion to adjourn, seconded by President Gurmilan. The vote was 3-0.

6. ADJOURNMENT Time: 6:19 p.m.

Respectfully Submitted,

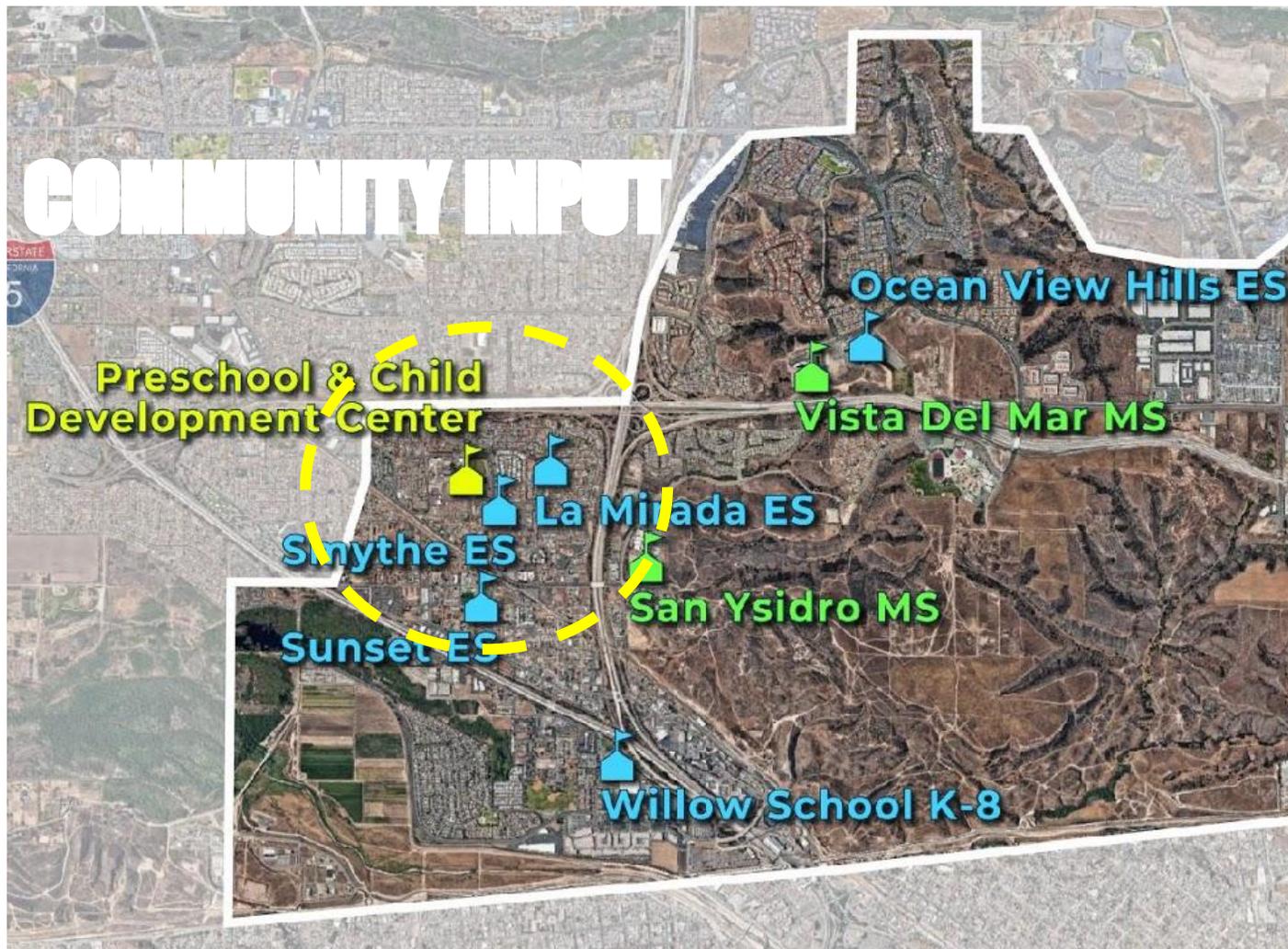
Gina A. Potter, Ed.D., Secretary
Governing Board

FACILITY MASTERPLANNING



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FACILITY MASTERPLANNING



Agenda:

Master Planning Process

Master Planning Projects

Master Planning Product

Site by Site Descriptions

Community Input



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FACILITY MASTERPLANNING

PROCESS (Information and Input Gathering):

SEEKING INPUT FROM THE STAKEHOLDERS

- San Ysidro School District
- Individual School Sites
- **Community Groups**
- Students
- Governmental Agencies



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FACILITY MASTERPLANNING

Facilities Challenges:

- **S:** Security
- **T:** Technology
- **E:** Evolution
- **M:** Maintenance
- **P:** Parity
- **S:** Sustainability



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FACILITY MASTERPLANNING

Facilities Remedies:

- **Build** Something New
- **Renovate** Something Old
- **Improve** the Site / Grounds
- **Upgrade** the Furniture, Technology, and Equipment



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FACILITY MASTERPLANNING

Security:

1. Install access control systems (smart locks) at all doors and gates
2. Install security cameras covering building perimeter
3. Reconfigure front office to reinforce as single point of entry
4. Enhance, install or replace site fencing

Technology:

1. Enhance SYSD's information technology network/backbone
2. Provide for increased student/staff access to the network (devices and cabling)
3. Upgrade/provide classroom instructional media tools (monitors, printers, projectors, etc.)

Evolutionary:

1. Provide 21st Century flexible furniture
2. Upgrade cabinetry and collaboration spaces to more flexible environments
3. Outfit instructional labs designed for 21st Century careers



FACILITY MASTERPLANNING

Maintenance:

1. Upgrade/replace roofing to protect building interiors
2. Paint all buildings and seal/repave parking lots
3. Limited replacement of site piping (water, sewer, storm drains, gas supply)
4. Replace play equipment and surfacing

Parity:

1. Replace portables with permanent construction
2. Align school facilities (buildings and site) to their current/projected enrollment
3. Comparably outfit instructional and support spaces across the District

Sustainability:

1. Upgrade building systems (lighting, HVAC, plumbing and controls) to conserve energy
2. Install healthier indoor materials (low volatile compound paint, flooring, tack walls, etc.)
3. Enhance natural daylighting



La Mirada Elementary School



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La Mirada Elementary School

Principal's Input:

- **Building Something New**

Permanent building to replace remaining portables

New Main Office Secure Entry Foyer to create a single point of entry

- **Renovate Something Old**

Nothing noted

- **Improve the Site / Grounds**

Replace playground equipment and safety surfacing

Complete east parking lot with curbs and lighting

Either maintain, or remove garden by east parking lot

Repair flooding condition along street frontage

- **Furniture, Technology, Equipment**

Nothing noted



Smythe Elementary School



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Smythe Elementary School

Principal's Input:

- **Building Something New**

New Main Office Secure Entry Foyer to create a single point of entry

- **Renovate Something Old**

Nothing noted

- **Improve the Site / Grounds**

Replace playground equipment and safety surfacing
Complete north parking lot with curbs and lighting

- **Furniture, Technology, Equipment**

Nothing noted



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SYSD Child Development Center (CDC)



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SYSD Child Development Center

Principal's Input:

- **Building Something New**

Reconstruct or relocate entire campus into permanent location (La Mirada? Beyer?)

Add space for Staff Offices/Workrooms

- **Renovate Something Old**

Provide easy to clean surfaces (flooring, walls, etc.)

Provide operable connecting classroom for flexible enrollment and instruction

New Main Office Secure Entry Foyer to create a single point of entry

Provide more outdoor play equipment storage

- **Improve the Site / Grounds**

Elongate drop off lane

Additional parking needed during drop off and dismissal

Security needed at gates to Smythe ES

More variety of playground surfaces needed

Replace/install rubberized play surface outdoor play equipment

Construct instructional garden area

- **Furniture, Technology, Equipment**

Notes

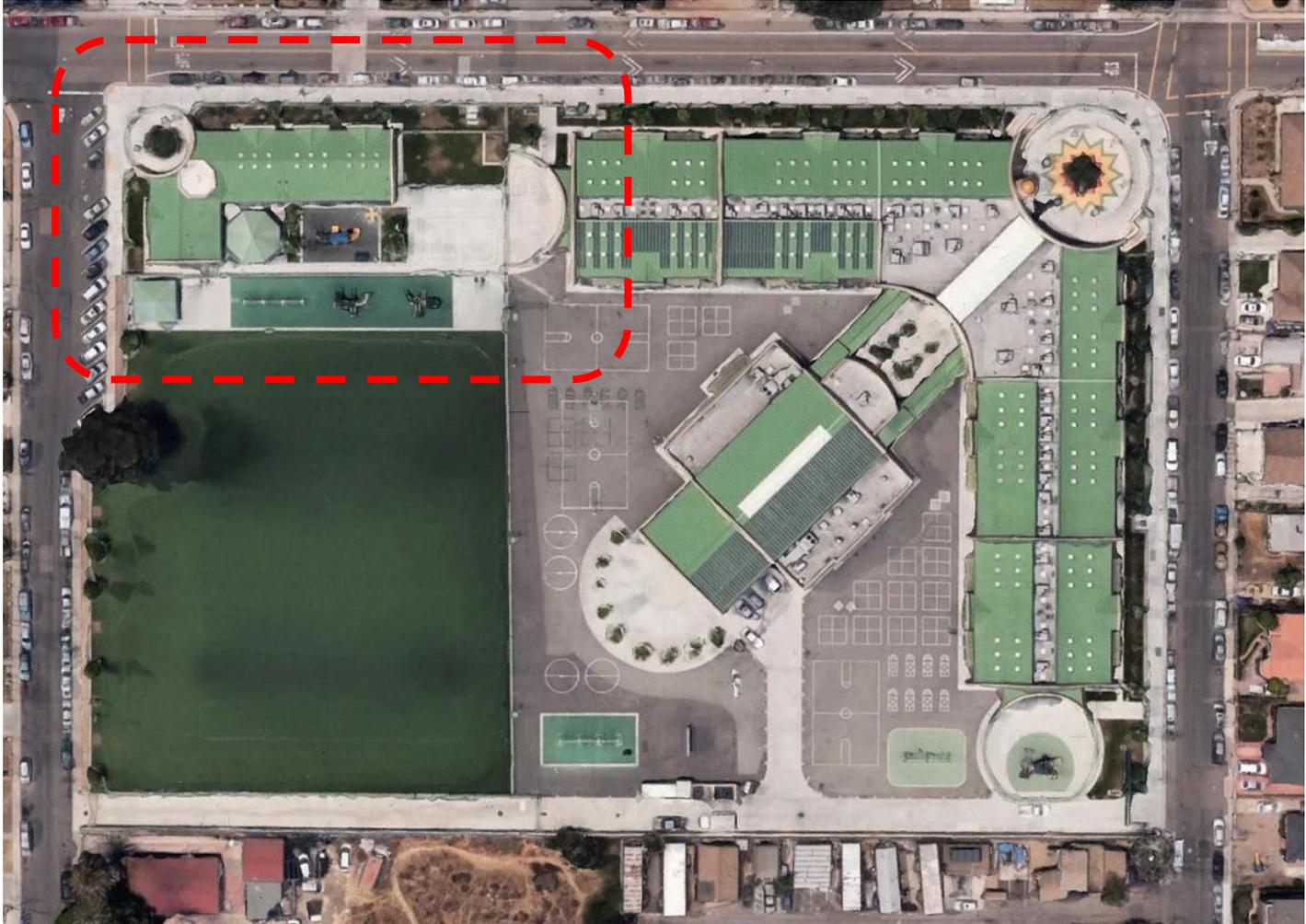


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Sunset Elementary School



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Ocean View Hills Elementary School



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CLIENT FOCUSED.

PASSION DRIVEN.

Public Comments for the October 1, 2020 - Special Board Meeting LRMFP Virtual Town Hall

5.1 LONG RANGE MASTER FACILITY PLAN - SMYTHE, LA MIRADA AND CHILD DEVELOPMENT CENTER & PRESCHOOL - VIRTUAL TOWN HALL (Adrianzen)

Mr. Mata will read the name and agenda/non agenda item and comment.

	From	Agenda/ Non Agenda Item	Comment
1	Melissa Hendrick	Preschool Facilities Input	<p><u>Please Remember:</u> When examining the safety of our preschool campuses, it must be remembered that these facilities are not being used only by typically developing students as young as age three. These facilities are also being used by preschool students with special needs who may be more likely to do things like run away, climb inappropriate structures, and jump off of high places. These students are also more likely to have mobility needs including general clumsiness and use of walkers and wheelchairs. Additionally, these facilities are being used by the preschool special education assessment team who works with many students who are still 2 years old and who have no experience being supervised in a large group.</p> <p><u>Playgrounds:</u> Playgrounds need to be fully fenced in. Currently, playgrounds at two of our preschool sites have spaces where the fencing is too high off the ground or not joined tightly enough and students can slip under/between the fencing. This can lead to unsafe situations both with students leaving a supervised area and with students hurting themselves trying to slip under/between the fencing. Additionally, at CDC, there is no fence between the two playgrounds. This means that students can easily run off of the playground where their class is being supervised. This can lead to unsafe situations for students who do run across undetected, and means that the entire attention of one teacher must be devoted to supervising this crossing rather than to enriching the students' outdoor learning time. Furthermore, the latches on some fences at multiple sites are within student reach. This is, again, a safety hazard as students can open the fences themselves and leave supervised areas. If we are unable to lock these fences during recess time due to concerns with needing to be able to quickly leave the playground in the event of an active shooter, we at least need to make fencing high enough that the latches are accessible to adults only.</p> <p>In addition to fencing, the shape of some of the playgrounds leads to supervision difficulties. Areas like passages between or next to classrooms with high walls that teachers cannot see past need to be fenced off so that students are not able to get into these spaces and play unsupervised.</p> <p>Another safety concern that arises on our playgrounds is having an</p>

appropriate, and clearly marked space for a **bike track**. When students are moving quickly on bikes and encounter slower moving pedestrian students or students with mobility challenges, danger can arise. We need, on each playground, an evenly paved space that has clear painting to mark it as the bike track and also to mark the direction in which students should be riding. This leads to another safety concern on our playgrounds which is **even ground**. At CDC there are many cracks and bumps in the pavement and holes in the rubber padding under play structures. Preschool students are still developing their gross motor skills and navigating these obstacles can result in injury, especially for any students with mobility needs or devices like wheelchairs and walkers.

We also need more **shade** on our preschool playgrounds. Not only do we need shade over rest areas like picnic tables, but also over play spaces like sandboxes, water tables, and open grass. We need permanent shade structures and trees, as opposed to umbrellas and other structures that are prone to easy breakage, sun damage, wind damage, or being knocked down by wind and enthusiastic students. Students of this age have not yet developed a strong connection with their biological needs and, therefore, are unlikely to take needed shade breaks on their own. Additionally, living in a place like southern California in the time of global warming, the sun is only going to get more intense as the years pass.

I have two additional comments on our playgrounds which are a desire that would make my life as a teacher easier rather than a safety concern. When improving our current playgrounds or building new ones, please include **standing sand and water tables** rather than in-ground ones. Students get sand in their shoes and socks in the in-ground sand boxes and in their diapers, which I am sure is thoroughly uncomfortable for them. Additionally, the sand is more readily thrown out of the in-ground sand boxes and more readily used by neighborhood cats as a litter box. Please also put **lock boxes over water valves**. I have students who have figured out how to open the water valves on the playground and made quite the mess of themselves, me, and the playground in the process.

General Campus Safety:

Please make sure there is a place for the **busses to pull directly up to the front of a safe location** on the preschool campus such as the front gates or a classroom door. Currently at CDC, classroom aides have to walk up to the Smythe parking lot and get students off of the bus, then walk them out to the sidewalk and in through the CDC parking lot. This provides many opportunities for students to run away from the class directly onto Smythe Ave. This also reduces the number of adults able to supervise students in the classroom during arrival and dismissal times when the classroom teacher is likely to be tending to the needs and questions of parents who are picking up and dropping off their students.

Please also consider **evacuation needs** during a school emergency. At CDC, students are evacuated into the unfenced parking lot. This provides many opportunities for students to run out onto Smythe Ave., which they are even more likely to do when they are scared by the loud noises of an alarm and the change in routine of an evacuation. Additionally, having students in

the parking lot hinders the ability of emergency vehicles to access the campus in the event of an emergency. Furthermore, there is only one safe exit route from campus (we've been told the stairs between Smythe and CDC are not safe to use with students). Where do we go if the threat is coming from the front of the campus? **Mobility needs** must also be considered as well as practicality should we need to vacate to an off-campus location or cover a lot of distance (say needing to evacuate to the opposite end of the giant OVH campus). Three year olds with special needs generally do not move quickly or in unison, especially if you are also dealing with students who use walkers or wheelchairs or students who are running away from the group, reducing the number of adults able to tend to the remaining students. Should we need to cover distance quickly, something like buggies or multi-strollers into which we can strap students may be our best hope at getting all students away from danger before it's too late.

Bathrooms:

All preschool classrooms need to have **in-classroom, preschool-sized toilets** (kindergarten toilets are much too large for preschool students, they fall in). CDC has great in-classroom bathroom facilities. This allows for students who have low body awareness to move quickly to the restroom when needed and allows teachers to supervise both students in the restroom and the classroom at the same time. It also reduces potential safety hazards from students wandering away during out-of-classroom bathroom breaks. It is also thoroughly convenient that the classrooms at CDC also have **in-classroom adult sized toilets**. This really reduces the amount of supervision lost when staff need to use the restroom as they do not need to travel to a different space on campus and potentially wait for other staff members or visitors already using the restroom.

Special Education classrooms need to have **facilities for potty training students**. This requires a single room with a preschool-sized toilet and space for a changing table with stairs as well as a place to store student clothes and diapers and to dispose of diapers in a safe manner that will not make classrooms stink (trash cans with lids work fine). Since we do not know how many general education vs. special education classrooms we will need in the future, outfitting all preschool classrooms with a space that can accommodate potty training is likely the smartest idea (making a space this big with a preschool-sized toilet, no need to put in changing tables until we need them). CDC is already outfitted appropriately in this regard. We also need to make sure that **in-classroom bathrooms have their own air conditioning vent or have separate fans that work for cooling**, not just ventilation. HCAs end up spending up to an hour at a time in these bathrooms lifting students and changing their diapers. They get hot quickly and classroom air conditioning is not enough.

Furthermore, all preschool classrooms need a **sink** with paper towel dispenser and soap dispenser that is **sized appropriately for preschool students and a separate one that is sized appropriately for adults**. Having to have students stand on a stool to reach the sink is sometimes unsafe and often impossible for students who use walkers or wheelchairs. Having teachers constantly bend down to reach the sink contributes to the development and exacerbation of back problems.

Classroom Needs:

We need **all preschool classrooms to be walker and wheelchair accessible**. I say all preschool classrooms for three reasons: 1. Students with physical disabilities do not necessarily also have cognitive impairments that necessitate their participation in a special education classroom, so we could, at any time, have students who use walkers or wheelchairs placed in general education classrooms, 2. We need to have the ability to mainstream students with physical disabilities into the general education classrooms, and 3. You never know when you will need a classroom to function as a general education classroom or a special education classroom, so you're better off designing all of the classrooms to be accessible so that you can change their utilization as needs change (Universal Design). To make classrooms wheelchair and walker accessible, we need to have **classrooms that are big enough** to accommodate the necessary furniture for a classroom as well as walkways and workspaces that are large enough for walkers and wheelchairs. We also need to have classroom **doors that open on ground level or have ramps** that go to classroom doors (at present, I think all pre-k classrooms have this. Hooray!). This also helps accommodate parents who bring siblings in strollers with them to pick up their students (again, Universal Design).

Please **eliminate carpeting** in preschool classrooms. We have students who are in the midst of potty training and may have bathroom accidents in class. This is much harder to clean out of carpeting than hard surfaces. We also have students who may not have the body awareness to get to a toilet before throwing up nor the communication abilities to tell us that they don't feel well. Again, cleaning vomit out of carpet is far more difficult than cleaning it from hard surfaces. Especially in the time of COVID, this sanitation concern is also a safety concern.

Since we are required to keep classroom doors locked during the school day in case of an active shooter, please add **doorbells** which visitors can ring when they need to get into our classrooms. At present, we cannot hear people who are knocking on our doors during the school day and frequently end up losing instructional time to first, taking phone calls from the office about disgruntled visitors who can't get into our classrooms, then having to go wait for them at the door as they make their way from the office back to our classrooms once again.

Please make sure all classrooms have adequate **storage**, even trailer classrooms. Some of the classrooms in main buildings have great storage cabinets built into the classrooms themselves, then more fantastic storage cabinets and drawers in the hallways. The trailer classrooms have no storage, which makes it difficult to keep adequate materials on hand for teaching our students.

If two teachers are sharing a classroom, please make sure that there is a **separate space for teachers to work** during the other teacher's class. In some classes there are office spaces in the classroom, some have a hallway outside of the classroom with desk space. Both work, just please make sure the space exists. Teachers cannot effectively concentrate on their work when a class is being held around them.

While most furniture in preschool classrooms needs to be short so that teachers can easily supervise small students, there should be at least **one piece of furniture that is waist to chest high for teachers** so that there is a space where we can work while standing up straight. We end up needlessly hurting our backs because we have to bend over while tending to cleaning and organizing tasks on top of short shelves and tables.

Campus Needs:

All preschool classrooms need **easy access to cafeteria and nurse/LVN** services. At present these are easy to access on some campuses, but not others. If we make one big preschool campus, they need their own cafeteria and nurse/LVN.

If we intend to keep preschool classrooms spread between multiple school sites, please physically **cluster the preschool classrooms** together so that it is easy for us to work with each other and have students move between the classrooms for activities such as mainstreaming.

If we make one large preschool campus, we need several **non-classroom spaces** on campus. We need:

1. A **large meeting room** where we can hold parent trainings as well as whole staff meetings. This space could also be used for events like picture day and vision and hearing screenings.
2. **Several smaller meeting spaces** that can hold up to 10 people. This way we can hold multiple IEP/parent conference/small staff meetings at a time. These spaces could also be used by DIS providers who travel between schools like OT and PT to work with students on their caseloads. We need several of these.
3. A **laundry facility that can be entered without walking through another classroom or meeting space** (so teachers can access without disrupting other classes and meetings).
4. A **staff lounge** for lunch breaks etc. This space should be reserved for staff only and should be used only for activities which will not be interrupted by teachers socializing during breaks (No IEP meetings, parent conferences, student assessments etc.)
5. If teacher workspaces are not built into classrooms themselves, we could also build **several small workspaces** which teachers can use.
6. A designated **special education assessment classroom**. This classroom can be smaller than most classrooms, but should be used only for special education assessment activities. Preschool completes a remarkable number of special education assessments each year and has been working with less than ideal spaces in which to complete these. The students who we are assessing are students who need a highly controlled environment in which to display their skills. The ideal assessment classroom would be a classroom with several attached office spaces into which assessors can pull students out of class for individual assessments.

Furniture:

We need **more low, heavy, sturdy shelves** appropriate for preschool classrooms. We just don't have enough to go around at the moment. I've been to the warehouse to look for more and we just don't have them.

			<p>--</p> <p>Missy Hendrick</p> <p>Special Education Teacher</p> <p>Child Development Center</p> <p>Pre-K Non-Categorical</p> <p>(619) 428-2352 ex. 3569</p>
2	Judith Crespo-Moreno	<p>Facility Meeting Input</p>	<p>Thank you for taking community input about the District's Master Facility plans. My comments are regarding the status of La Mirada Elementary School. I am an employee of the District, working at La Mirada, so I have firsthand information on the school.</p> <p>A few years ago, the interiors of the classrooms and other facilities were renovated at La Mirada. Unfortunately, the improvements were not extended to the playgrounds. All of the playgrounds on the campus are in dire need of repairs.</p> <p>The Kindergarten area, in particular is in a dilapidated state. The repairs that are needed are beyond cosmetic, they are a safety issue. These are the details:</p> <ul style="list-style-type: none"> ● The blacktop surface is pitted and rough and that has led to many children getting scraped skin on their legs and arms. ● The rubber surface mat is falling apart. It is lifting up at the edges and there are holes which have caused the children to trip and fall. Big chunks of the rubber mat can often be found lying about as children are able to pull it up with just their hands. ● The chain link fencing around the Kinder playground is peeling up from the ground exposing sharp pieces of metal. There have been cases where children's feet/shoes have been caught on those pieces of metal. Same fence needs to be taller to prevent rubber balls from flying into the parking lot on a regular basis. ● There is huge sand box that takes up a good portion of the playground. The rusted out climbing equipment was removed, but the sand is still there and there have been cases of children putting sand in the water fountain, therefore causing it to clog up. The quality of the sand is more like dirt, and items such as big rocks, trash, glass and even animal feces have been found in it. At one point, maintenance put up caution tape around the sandbox, but that didn't last very long. ● There is only one piece of climbing equipment for sometimes around 50 children. On that structure there is an exposed piece of rusted metal which is within reach of the children. <p>All of these safety hazards have been brought up to Administration and the District did send out an employee to assess the playground area. My understanding is that the school was told that it was a money issue. Now that Props T and U were approved by the voters in March of 2020, it is time to completely overhaul the La Mirada playgrounds to give the children the safe outdoor environment they deserve.</p>

			<p>Gracias por recibir los comentarios de la comunidad sobre los planes de las instalaciones maestras del distrito. Mis comentarios se refieren al estado de la Escuela Primaria La Mirada. Soy un empleado del Distrito, trabajo en La Mirada, así que tengo información de primera mano sobre la escuela.</p> <p>Hace unos años se renovaron los interiores de las aulas y demás instalaciones de La Mirada. Desafortunadamente, las mejoras no se extendieron a los patios de recreo. Todos los patios de recreo del campus necesitan urgentemente reparaciones.</p> <p>El área del jardín de infancia, en particular, se encuentra en un estado ruinoso. Las reparaciones que se necesitan van más allá de lo cosmético, son un problema de seguridad. Estos son los detalles:</p> <ul style="list-style-type: none"> • La superficie del asfalto está picada y rugosa, lo que ha provocado que muchos niños se raspen la piel de las piernas y los brazos. • La alfombrilla de goma se está cayendo. Se levanta en los bordes y hay agujeros que han hecho que los niños se tropiecen y caigan. A menudo se pueden encontrar grandes trozos de la alfombra de goma, ya que los niños pueden tirar de ella solo con las manos. • La cerca de tela metálica alrededor del patio de recreo de Kinder se está despegando del suelo y exponen piezas afiladas de metal. Ha habido casos en los que los pies / zapatos de niños han quedado atrapados en esas piezas de metal. La misma valla debe ser más alta para evitar que las pelotas de goma vuelen hacia el estacionamiento con regularidad. • Hay una enorme caja de arena que ocupa una buena parte del patio de recreo. Se retiró el equipo de escalada oxidado, pero la arena todavía está allí y ha habido casos de niños que ponen arena en la fuente de agua, lo que provoca que se atasque. La calidad de la arena es más parecida a la tierra, y en ella se han encontrado elementos como rocas grandes, basura, vidrio e incluso heces de animales. En un momento, el mantenimiento colocó cinta de precaución alrededor de la caja de arena, pero eso no duró mucho. • Solo hay una pieza de equipo de escalada para a veces alrededor de 50 niños. Sobre esa estructura hay una pieza expuesta de metal oxidado que está al alcance de los niños. <p>Todos estos peligros de seguridad han sido presentados a la Administración y el Distrito envió a un empleado para evaluar el área de juegos. Tengo entendido que le dijeron a la escuela que se trataba de una cuestión de dinero. Ahora que los Props T y U fueron aprobados por los votantes en marzo de 2020, es hora de reformar por completo los patios de recreo de La Mirada para brindarles a los niños el entorno seguro al aire libre que se merecen.</p>
3	Raquel Maden	Virtual Town Hall Comment	<p>Raquel Maden, Parent</p> <p>As a former student and parent of 2 students and numerous nephews and nieces who have attended our district's fabulous preschool and child</p>

			<p>development program, I would like to express my support for the improvement of the preschool facilities in our district. As mentioned by a previous speaker, there are many things to consider to improve safety. We have a very gifted staff of teachers and instructional assistants who work for the preschool program. A new facility would make the program even better.</p> <p>I echo the comments of the previous speakers, including Mr. Martinez, but would also like to add that you might want to consider the Beyer site for a preschool and child development specific site. In addition, I would like to offer the idea of housing a mod-to-severe special education program there. Currently, and in the past, the district has incurred high costs in transporting and paying for students to attend non-public schools in other districts or private facilities such as Aseltine and the Friendship School for students with moderate to severe special education needs. Bringing those students back to our district and providing an environment in which they can integrate with other children in their own community would be highly beneficial in the developing a child's social interactions with their own community.</p> <p>In addition, as a working parent, I want to advocate for a child care program/facility much like the district had in the past where parents can pay for care on a sliding fee scale and those that can afford to pay full price can pay full price. We are a working class community of varying resources and we need to be supported by our district and organizations within San Ysidro.</p>
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