

## TWIN RIVERS UNIFIED SCHOOL DISTRICT

**Meeting:** Facilities Advisory 7-11 Committee

**Date:** February 3, 2021

**Time:** 6:00 p.m.–8:00 p.m.

**Meeting Location:**  
Virtual Online Meeting Via Zoom

ITEM	AGENDA/ACTION
A.	The 7-11 Committee meeting was convened and called to order by Chair Michelle Rivas at 6:00 p.m.
B.	<p>ROLL CALL</p> <p>Chair Rivas called roll.</p> <p>Committee Members Present: Michael Baker, Stacey Bastian (joined at 6:07 p.m.), Jackie DeWitt, Joseph Geer, Kenneth Kinsey (joined at 6:02 p.m.), Michael Lowman, Michelle Rivas (Chair), Jason Sample (Vice Chair), and Susan Uhl</p> <p>Committee Members Absent: Valerie Chavez</p> <p>Staff Present: Connor Allison, Dr. Kristen Coates, Yasmina Flores, Perry Herrera, and Armando Orozco (joined at 6:04 p.m.), and Tim Shannon</p> <p>Consultants/Others Present: Joanna Dziuk (staff, School Services of California Inc. [SSC]), Brianna García (facilitator, SSC), Paul Barajas (Spanish Interpreter), and Nhiabee Lor (Hmong Interpreter)</p> <p>I. Establishment of a Quorum</p> <p>Chair Rivas noted that a quorum had been met.</p>
C.	<p>PUBLIC COMMENTS</p> <p>Due to the virtual environment, the committee accepted public comments via email until 5:30 p.m. to be read aloud. Ms. Flores read nine comments into the record and they have been included at the end of these minutes.</p>
D.	<p>APPROVAL OF MINUTES—January 20, 2021</p> <p>Motion to approve January 20, 2021, meeting minutes</p> <p>Motion: Mr. Sample</p> <p>Second: Ms. Bastian</p> <p>Yes: Baker, Bastian, DeWitt, Geer, Kinsey, Lowman, Rivas, Sample, and Uhl</p> <p>No: 0</p> <p>Abstain: 0</p> <p>Absent: Chavez</p> <p>Motion passed</p>
E.	<p>REVIEW OF PROPERTIES</p> <p>Dr. Coates provided a review of the surplus property process, 7-11 Committee responsibilities, and the sites under consideration, including location, use, market value, an aerial photo or site map, etc. She also provided the following additional information:</p> <p style="padding-left: 40px;">For the Futures High School/COA site, there were previous questions regarding the operational costs, so Dr. Coates displayed the current operational costs for the site.</p>

For Plover School, she displayed the operational costs.

For Smythe (7–8), she again outlined the capacity for Martin Luther King Jr. Technical Academy (MLK) and Rio Tierra Jr. High School (Rio Tierra)—in case it is recommended that the Smythe (7–8) program be relocated; and she displayed the current operational cost of Smythe (7–8).

For Vineland, she displayed program considerations regarding special classroom setups as well as transportation considerations like reduced costs (estimated at 20%) and reduced ride time for students. She also provided the current operational costs for Vineland and outlined the capacity for the nearby schools to which the Vineland program could potentially be relocated. Chair Rivas clarified that there are special classroom setups (i.e., classroom bathrooms, sinks, etc.) currently at Vineland, and relocation of the program would require money be invested in facilities at the proposed new site. Dr. Coates concurred. Mr. Baker said that he would like to see a plan in place before he could recommend surplus of the full site. Chair Rivas reminded the committee that the preschool was not initially proposed by district staff for surplus. The consideration was in response to a question from a committee member, and that is why there is no plan. Ms. García noted that if the full site is deemed surplus by the Board, then the Board would direct staff to develop a plan. It is not the 7-11 Committee’s responsibility to develop the plan. This committee could recommend the entire site with a caveat that the Board develop a plan for the relocation. This is the same for the other properties in regard to caveats and recommendations.

Dr. Coates asked if there were any questions. Mr. Baker asked if the current operator of the Futures site could be given the opportunity to buy the site first. Although they are not Twin Rivers Unified School District (USD) students; they are still kids that attend that school. Ms. García explained that the committee could recommend to the Board that the charter be given the right of first refusal or other options. Ultimately, it would be the Board’s decision on how to proceed. Mr. Baker asked, if Smythe (7–8) were to move, is MLK ready for students to move in or would the committee be tasked with providing a timeline with caveats to the Board? Mr. Orozco noted that MLK classrooms are in good condition. Chair Rivas asked if that was the case for Rio Tierra as well, and Mr. Orozco replied yes. Both campuses are very sound campuses. No further questions.

**RECOMMENDATION FOR SURPLUS PROPERTIES**

Ms. García displayed the following “Questions before the Committee” and provided some context for the questions and the task the committee would be undertaking. She explained that the committee would go through each site and answer these questions to determine if the committee recommends the surplus of the site. The questions are designed to make sure committee members have a full understanding of the sites.

1. Do you understand the property’s existing use?
2. Do you have sufficient information to make a recommendation on this property? If not, what additional information do you need?
- F. 3. Was the panel discussion sufficient to help you form an opinion about this property?
4. Is the property needed for any educational purpose by Twin Rivers Unified?
5. Would you recommend the property be deemed surplus due to lack of an educational purpose for Twin Rivers Unified?
6. Is there a priority list of uses for the property that will be acceptable to the community?

**Aero Haven**

Question #1: No comments  
 Question #2: No comments

Question #3: No comments

Question #4: No comments

Question #5: Mr. Baker asked if the current Board members (himself and Chair Rivas) should be voting. Chair Rivas stated that for consistency, she is fine with the Board members not voting. Motion to vote if site should be recommended as surplus.

Motion: Mr. Sample made a motion that the property be recommended as surplus.

Second: Mr. Kinsey

No to surplus: Bastian

Yes to surplus: DeWitt, Geer, Kinsey, Lowman, Sample, Uhl

Abstain: Baker, Rivas

Motion passed 6-1

**Futures High School/Community Outreach Academy**

Question #1: No comments

Question #2: No comments

Question #3: No comments

Question #4: No comments

Question #5: Chair Rivas noted that there are students at this site attending an independent charter. Recommendation: the charter be given the first right of refusal. Chair Rivas asked the committee if anyone objected to this, no one objected. Motion to vote if site should be recommended as surplus.

Motion: Mr. Geer made a motion that the property be recommended as surplus, with the caveat that Futures Charter be given the first right of refusal

Second: Ms. Bastian

No to surplus: 0

Yes to surplus: Bastian, DeWitt, Geer, Kinsey, Lowman, Uhl

Abstain: Baker, Rivas, Sample (as an employee of the independent charter)

Motion passed 6-0

**Greg Thatch/Terrace Park**

Question #1: No comments

Question #2: Ms. DeWitt asked if the district might ever need a school at this location in the future. Dr. Coates replied that the district will have another school in that area, therefore the Greg Thatch/Terrace Park site is not needed. Also, Greg Thatch/Terrace Park is half the size of the other school that the district will be constructing.

Question #3: No comments

Question #4: No comments

Question #5: Motion to vote if site should be recommended as surplus.

Motion: Mr. Sample made a motion that the property be recommended as surplus.

Second: Mr. Geer

No to surplus: 0

Yes to surplus: Bastian, DeWitt, Geer, Kinsey, Lowman, Sample, Uhl

Abstain: Baker, Rivas

Motion passed 7-0

**Panhandle—Village 13**

Question #1: No comments

Question #2: No comments

Question #3: Ms. DeWitt asked about access to the site and confirmed that the site was not needed for ingress or egress. Dr. Coates said that there is currently only one point of access and that regardless of the decision to surplus, additional access will need to be constructed.

Question #4: No comments

Question #5: Motion to vote if site should be recommended as surplus.

Motion: Mr. Sample made a motion that the property be recommended as surplus.

Second: Mr. Kinsey

No to surplus: 0

Yes to surplus: Bastian, DeWitt, Geer, Kinsey, Lowman, Sample, Uhl

Abstain: Baker, Rivas

Motion passed 7-0

**Plover School**

Question #1: No comments

Question #2: Ms. DeWitt asked for verification that there were no students on the site currently. Dr. Coates replied that is correct.

Question #3: No comments

Question #4: No comments

Question #5: Motion to vote if site should be recommended as surplus.

Motion: Mr. Kinsey made a motion that the property be recommended as surplus.

Second: Mr. Geer

No to surplus: 0

Yes to surplus: Bastian, DeWitt, Geer, Kinsey, Lowman, Sample, Uhl

Abstain: Baker, Rivas

Motion passed 7-0

**Rio Linda Transportation Yard**

Question #1: No comments

Question #2: Ms. Bastian asked the market value of the property. Dr. Coates replied that the district had not yet appraised the property.

Question #3: No comments

Question #4: No comments

Question #5: Motion to vote if site should be recommended as surplus. Ms. Bastian asked if question #6 had been addressed and Ms. García noted that question #6 would be addressed later. Mr. Baker asked if the motion should include the priority uses. Ms. García recommended the committee keep the priority uses separate from the recommendation to surplus to provide the Board flexibility.

Motion: Mr. Geer made a motion that the property be recommended as surplus.

Second: Mr. Sample

No to surplus: Bastian

Yes to surplus: DeWitt, Geer, Kinsey, Lowman, Sample, Uhl

Abstain: Baker, Rivas

Motion passed 6-1

Ms. Bastian asked if the neighbors of this property and the larger Rio Linda community had been contacted to discuss the future uses of the site. Dr. Coates said they had not. Staff is waiting for recommendations from the committee and the Board first. Ms. Bastian wanted clarification that the district would in fact contact the Rio Linda community regarding the uses. Dr. Coates said they would do that at the direction of the Board. Ms. García further noted that the committee could include that recommendation as part of the priority uses.

### **Smythe Academy (7-8)**

Question #1: No comments

Question #2: No comments

Question #3: No comments

Question #4: Ms. DeWitt, Ms. Bastian, Mr. Sample, Mr. Lowman, Mr. Kinsey, Ms. Uhl, and Mr. Geer stated they believe this property is needed for educational purposes by the district. Ms. DeWitt noted that if the students wanted to go to MLK or Rio Tierra, then they could open enroll there. Ms. García reiterated that the students would still have access to the same program, just at a different location. Ms. DeWitt noted that they may be escaping MLK and Rio Tierra in choosing Smythe.

Question #5: Motion to vote if site should be recommended as surplus.

Motion: Mr. Sample made a motion that the property be recommended as surplus.

Second: Ms. Bastian

No to surplus: Bastian, DeWitt, Geer, Kinsey, Lowman, Sample, Uhl

Yes to surplus: 0

Abstain: Baker, Rivas

Motion failed

### **Vineland**

Ms. García noted that there have been conversations to surplus the entire site, or surplus the site without the preschool. The initial charge was to surplus a portion of the site and not the preschool. Subsequent discussion raised the possibility of including the preschool in order to surplus the entire site.

Question #1: No comments

Question #2: Ms. DeWitt asked if the fenced area was the portion where the students are housed. Dr. Coates replied yes.

Question #3: No comments

Question #4: Ms. García phrased the question, "does the entire site have any education purpose by the district?" Mr. Baker replied that he thinks the district should keep the preschool. Ms. DeWitt and Chair Rivas agree with Mr. Baker. Chair Rivas noted due to staff and students' needs, she does not support relocating the preschool. Mr. Sample noted that he agrees that the preschool should not be moved to avoid impacting the students. Ms. Bastian agreed and noted that the property is very unique for the students' needs and safety.

Question #5: Motion to vote if the entire site should be recommended as surplus.

Motion: Mr. Sample made a motion that the entire property be recommended as surplus.

Second: Mr. Lowman

No to surplus: Bastian, DeWitt, Geer, Kinsey, Lowman, Sample, Uhl

Yes to surplus: 0

Abstain: Baker, Rivas

Motion failed

Motion to vote if a portion of the site (excluding the preschool) should be recommended as surplus.

Motion: Mr. Kinsey made a motion that a portion of the property, excluding the preschool, be recommended as surplus.

Second: Mr. Geer

No to surplus: Bastian

Yes to surplus: DeWitt, Geer, Kinsey, Lowman, Sample, Uhl

Abstain: Baker, Rivas

Motion passed 6-1

Ms. García then addressed Question #6 for each property. These are recommendations that would fit the community.

#### **Aero Haven**

No recommendations by the committee.

#### **Futures High School/Community Outreach Academy**

Mr. Baker noted that there was a recommendation built into the motion. Ms. García clarified that in the case of the charter school not exercising the recommended right of refusal, she wanted to confirm that the committee had no other recommendations. No other recommendations by the committee.

#### **Greg Thatch/Terrace Park**

Mr. Sample asked if the City of Sacramento would be interested in extending one of their parks (Magnolia Park) on that site. Ms. García noted that the City of Sacramento will get that opportunity before the general public under the surplus property process. Chair Rivas asked if that was at market value. Ms. García said that, under the Naylor Act, there's a portion that is, and a portion that would be based on original cost, inflator, and any costs for improvements.

#### **Panhandle—Village 13**

No recommendations by the committee.

#### **Plover School**

Ms. DeWitt noted that a Higher Learning Academy used to be there, but they are gone now, so no recommendation.

#### **Rio Linda Transportation Yard**

Ms. García pointed out that Ms. Bastian wanted to get feedback from the neighbors in that area. Ms. Bastian said that the neighbors had some concern about the property's potential future use, therefore, she would like the district to get that feedback from the neighbors. No objections. Ms. García will include the recommendation in the report.

#### **Smythe Academy (7-8)**

N/A

#### **Vineland**

Ms. DeWitt said that a public comment noted that the site could be used for a sports complex. Dr. Coates

	<p>noted that the public comment was about a community facility and recreation area. Chair Rivas noted that earlier, the committee wanted to put some parameters around who would be eligible to purchase this site due to proximity of the preschool. Ms. García replied that the committee could recommend that the Board seek developments that are compatible with the preschool. Ms. Bastian asked that the district involve the community and reach out to the staff at the preschool and to the parents to get their input. Ms. García asked if everyone agreed. No comments. Chair Rivas agrees with the recommendation for including language regarding compatible uses and thinks the community will appreciate it as well. Ms. García confirmed that the committee is recommending that 1) the use of the site be compatible with the preschool, and 2) the community and staff be contacted. Ms. García asked Ms. DeWitt if she wanted to include another recommendation regarding the recreational facility. Ms. DeWitt said she is fine with just the two recommendations.</p>
G.	<p>DRAFT STAFF REPORT TO THE BOARD OF TRUSTEES</p> <p>Ms. García noted that the draft report was posted. She described that the report is a summary of the process and also provides the details of each property. She will update the report and a revised draft will be posted before the next meeting when it will be reviewed and approved for submittal to the Board. Ms. García asked if anyone had any comments regarding the draft report. No comments.</p>
H.	<p>COMMENTS FROM COMMITTEE MEMBERS</p> <p>Chair Rivas asked if there were any comments. There were no further comments.</p>
I.	<p>NEXT STEPS</p> <p>Chair Rivas noted that Ms. García just went over the next steps.</p>
I.	<p>ADJOURNMENT</p> <p>With no further questions, the meeting was adjourned by Chair Rivas at 7:31 p.m.</p> <p>Future meetings:</p> <ul style="list-style-type: none"> <li>February 17, 2021, 6:00–8:00 p.m.—Sixth Meeting (Draft Report Review)</li> </ul>
<p>PUBLIC COMMENTS</p> <p><i>Dear 7/11 Committee Members,</i></p> <p><i>I am writing on behalf of the speech language pathologists here at Vineland Preschool to express our disagreement with the potential closure. Vineland is often overlooked due to discussions revolving around only K-12 at TRUSD. However, Vineland is currently the only early childhood special education (ECSE) hub for the whole district.</i></p> <p><i>Vineland conducts approximately 200 full-team initial assessments for ECSE every year. All team members are on-site, including administrators, speech therapists, ECSE teachers, nurses, school psychologists, all specializing in working with preschoolers. This is important with triennial evaluations for our transitioning students going into kindergarten programs. And while the district laments decreasing enrollment, the ECSE population increases year-by-year, further emphasizing the need for an ECSE “hub”. Over the past few years, a new special education class has opened annually at Vineland due to increased enrollment of students with IEPs. Having all team members on one campus allows for increased opportunities for collaboration as well as stronger relationships with our students, families, and communities as they can see each other on a regular basis as opposed to potentially being split across multiple sites. Thus, we disagree with the potential closure of the hub of ECSE, as scattering our students at various sites would make it difficult to coordinate with teachers and support staff.</i></p> <p><i>If Vineland closed and the classes were split up among many campuses, students’ opportunities to join other preschool classes for various activities would greatly decrease, making them more isolated and less included in the school community. Due to our students’ age and complex needs, they might not be able to participate in school wide elementary activities such as recess, Field Day, assemblies, etc. Socialization is key for preschoolers in terms of long term success in life. Vineland is also allowing our students to achieve this due to it being an ideal specialized hub for</i></p>	

*all of early childhood education with facilities tailored to our very young preschool aged students (e.g. the playground, bathrooms with small toilets low to the ground in each classroom, secure classrooms with no access to the street/ongoing traffic etc). Therefore, I strongly urge you to keep Vineland open and to not sell the property. Thank you for listening.*

*Sincerely,*

*Vineland Speech-Language Pathologists  
(Email from Emily Roberts)*

*Dear 7-11 committee,*

*According to the district's web page, "The purpose of the 7-11 Committee is to review and analyze real property that is owned by Twin Rivers USD and to determine what real property could be designated as "excess" or "surplus" because it will not be needed for school purposes." Smythe 7-8 was added to that list.*

*Smythe 7-8 is located at the Dos Rios property you are being asked to consider as surplus and not needed. We are part of Smythe Charter K-8. The elementary portion is at another site which is not large enough to house the middle school. Smythe is a dependent charter that began as a way to keep parents in our district from leaving and going to Natomas. Since the district keeps talking about declining enrollment. It is curious that they would ask you to close a school that is full and has a wait list. If you vote to sell our building that we are still using, we will be moved to share a campus with MLK. I ask that you do not do that to us. We do not want to move. We are not surplus. We believe you are making decisions to sell our building based on inaccurate data. I assure you, every class space available is being used. The report the district shared with you counted our bathrooms, PE changing rooms, attendance office, and library as classrooms. We are full. We have a wait list of parents trying to bring more kids to us. We have close to 500 students and over 20 teachers. There is no room to put us at MLK. The rooms where they want to relocate us to are not ready. They have holes in floors and leaks in the ceiling. It would not be a good learning environment.*

*They have not talked to parents or staff at MLK or Smythe 7-8 for input. Parents are not going to want to share MLK's campus. Parents choose Smythe to escape the chaos of MLK. If we share a campus with MLK, parents will move their kids to Natomas or other schools. They will not stay in TR. We would lose ADA. It will ruin our culture of a safe campus focused on learning and college. It would not be safe for our students with no real way to keep us separate. Parents like having their kids go to school outside the neighborhood surrounding MLK. Our programs like PBIS, field trips, Mesa, Steam, full time art, robotics, clubs, etc are not offered at MLK. Sharing a space does not work. The district has tried it before. We would eventually just be absorbed by MLK. Why destroy what works so well at Smythe? Our test scores and attendance are much higher than MLK. That data speaks for itself. Finally, our school does not cost the district money because our programs and buses are paid for through our own LCAP budget. The district may gain some money by selling the property, but will lose in the long run and destroy one reason parents stay in this district.*

*Do not vote to sell our school. We are not surplus to be sold, unneeded for school next year. Our Parents and students deserve to continue choosing Smythe's wonderful programs and dedicated staff.*

*Thank you,*

*Lorie Turner  
Teacher at Smythe 7-8*

*Good afternoon*

*I am writing to you regarding the 7-11 committee's consideration of selling a school that is currently active and full - Smythe Middle School.*

*Looking at the data presented on Smythe Academy's capacity, it is obvious that those who compiled the data were not correctly informed on classroom size, numbering, and usage. Most schools have signs that label their office, the*



*Library, the locker rooms and numbers are reserved for classrooms. At Smythe, numbers are on every door on campus. This creates the perception that we have more classrooms than we do; that there are rooms not in use while in actuality, every room is in use. Our school library uses rooms 13 and 14. The boys changing rooms for physical education is the room numbered as 17 and 18. Some of the classrooms listed are half rooms, with incorrect square footage listings. Every room at Smythe is used. Every year, Smythe starts with a waiting list. The counselor applies creative scheduling to accommodate all the families who wish for their child to attend Smythe without going over contractual maximums. Smythe is not at 40%, but at 100%.*

*I am also concerned with other data that was presented; for example, the number of police calls to Smythe. The numbers presented do not reflect the number of calls to the school site. It would be helpful to have clarity and transparency regarding the source and the nature of these numbers and to have a comparison of the same data from other school sites. Rather than have a number outside of context, there should be a comparative data showing the number of calls to all middle schools, using the same parameters. The report states there is no cost at Smythe due to vandalism; I would also ask how that compares to other sites.*

*One of the expenditures listed was transporting students to Smythe. The cost for the buses comes directly out of Smythe's LCAP and is not a financial burden to the district. On the other hand, many of the students who attend Smythe would have opted to attend one of the neighboring charter schools in Natomas District. Smythe encourages families to stay within Twin Rivers. The ADA received from the families that choose to stay within the district who would otherwise leave, covers the cost of the buses in and of itself.*

*But there are factors to consider other than numbers.*

*What makes a successful school?*

*A school is more than the four walls of the building. A school is built on the people and the climate and culture they develop. A school's culture is made of all the little things that make the place unique; I liken these to the type of things that would change a house into a home. The culture of a school is seen in all the little daily practices. It is the way students are greeted at the gate in the morning, in the decorations in the hall, in the procedures in the cafeteria, the items in the trophy case, and the Celebrations and Traditions. A culture is a culmination of all the little things, the little habits, the little ceremonies that every Community has.*

*We are promised that "Smythe will not close" but relocate to a shared campus. The idea of trying to have two schools on the same site with separate and unique cultures is ridiculous. There would be a school with its climate and culture and guests. Eventually, the guests would be absorbed into the main body since there are few opportunities to distinguish itself and maintain its identity. Consider the logistics of moving Smythe to a shared site. What would the climate and culture look like? Smythe students would need to enter through the backside of the school rather than at the front gates. Students wouldn't have a cafeteria with their school emblems decorating it, if they even had access to it at all. They would not have any space for their own traditions or symbols. Who gets to use the gym or other specialized facilities? And if Smythe is allowed to use it, it will be as a guest not having our own identity with symbols stripped away. The little traditions and ceremonies that build pride in a school will be stolen. Smythe would be denied what makes it unique, what the families seek when they enroll.*

*Although Smythe is reassured that the school would not be closed and just relocated to a shared campus, we must acknowledge that this move would have the same result. The community that chose to go out of their way to attend Smythe are doing so because they want to be a part of what it is and what it can offer. Things that will be lost as Smythe is assimilated into the site it would share. This will leave the community with no alternatives within Twin Rivers and a long term loss of class after class of students just to acquire money from a one time purchase.*

*I hope you will consider only the sale of properties currently not in use and avoid destroying one of your active and successful schools.*

*Short term financial goals should not overshadow long term community goals.*

*Thank you for your time.*

*Go Knights!*

*Karolee Smiley*

*Smythe Educator*

*To: 7-11 Committee*

*On behalf of the Vineland Preschool teachers and support staff, we write to express our disagreement with the possible closure of our school. In this letter, we hope to show you why the closure of Vineland would be detrimental to our staff, but most importantly to the students and families we serve. Established in the 1950s and supporting the early childhood community for over 37 years, the school holds a special place for past and current students, their families, teachers, and staff. And while we hope that the committee considers the positive outcomes of our past students' educational achievement and well-being, our opinion that Vineland should remain open is firmly regarding our current and future students.*

*Currently, Vineland serves over 96 preschoolers with disabilities on Individualized Education Plans (IEP) and about 24 students in an Early Childhood Education classroom. Our school provides specialized academic instruction, speech therapy, occupational therapy (OT), physical therapy (PT), behavior support, and on-site nursing for children with significant medical needs. For many children and families, Vineland is their first experience with school as well as our district's special education program. Often we are the first ones to educationally diagnose their child. Our staff holds this responsibility close to our hearts and passionately ensures the transition into preschool is one their child will make successfully, while ensuring their little ones are safe and can enjoy learning. Vineland is also a place for new teachers or those currently in programs to have access to a variety of programs, curriculum, mentorship, and a wealth of experience in working with young children with special needs. We strongly believe Vineland Preschool should remain open based on the physical safety of the children, the critical features of its facilities, and the role our school partakes as a hub not only for ECSE but for our districts' growing inclusion programs and plans.*

*Thank you for your time.*

*Sincerely,*

*Vineland Teachers*

*Please read this at the meeting tomorrow:*

*As a teacher at Smythe 7-8, I am completely opposed to moving to MLK. Smythe exists because parents wanted another school choice other than MLK and Rio Tierra. While other schools are experiencing declining enrollment, Smythe 7-8 is at capacity every year, with many on the waiting list who do not get in (despite what district "data" may suggest). Furthermore, Smythe offers a unique blend of advanced classes (Honors English, Honors History, Integrated 1, MESA, and STEAM) and elective options {Art (we have a kiln for ceramics), Media (we just got a state of the art media room), 21<sup>st</sup> century learning, creative writing, 4 sections of AVID, and computer programming. Smythe has a very safe campus with a culture of inclusivity. Moving Smythe would eliminate numerous programs immediately and ruin the culture that took so long to create. Without Smythe, families would seek other charter schools and many would have no choice but to move to the Natomas District. So, in an effort to consolidate schools because of declining enrollment, the district would actually create more declining enrollment. Furthermore, despite having some of the most amazing teachers in the district, MLK also has one of the highest turnover rates in the district and this would effect Smythe as well. Two different middle schools at the same location will not work. Smythe would be assimilated by MLK and cease to exist along with their programs and culture. I have been a teacher for 14 years, 9 of them at TRUSD. Having sat in interviews over the last 6 years, I have also noticed a declining amount of qualified teachers and a move to MLK would definitely cause some teachers to leave. For my own mental*

health, I would prefer to take a large paycut and move districts, rather than work at MLK. Moving Smythe to MLK would move many students and teachers out of the district.

Brett Hatfield

To whom it may concern,

I am writing to you to express my concerns for closing Vineland Preschool and moving the children and employees to another site/multiple sites. As and SLP on the Preschool Assessment Team it would be a logistics nightmare to move our 200+/- initial preschool assessments that go through Vineland every year to another/multiple sites. Currently there are 8 SDC Teachers, 4 SLPs, 3 Psychs, OTs, PTs, and our School Nurse who work together, based out of Vineland, to test 200ish students every school year. Vineland is also the hub for all preschool referrals for the district to be taken by the Preschool Program Specialist and then distributed to members of the team at Vineland or Las Palmas. Without a single location to house a minimum of the 18 staff that could be apart of any given assessment it would be quite difficult for the team to work together on their multi-disciplinary assessments. Without an office manager that can also control the flow of people in and out of a facility people get lost in the shuffle as has happened when we have done assessments in the summer at alternate school sites. Further, the facilities at Vineland are appropriate for the preschool population (gen ed or special ed). We have bathrooms in each classroom and significant fencing for safety purposes. Many children we test and then go on to attend school later will run off or not adhere to safety concerns and need a controlled environment to keep them safe. I have had to test at other school sites when Vineland was under construction and it was a nerve-wracking experience hoping that the children would not run off into busy streets while walking from their parents' cars to the testing rooms and back again. We have an OT/PT room onsite at Vineland as well as sensory swings in every classroom that the OT/PT utilize to do a thorough assessment. SLPs and Teachers also use these swings at times to help calm students or get them to participate in testing. If the district were to disband the Preschool Assessment Team all together and let each site test the students living in their attendance area it would be overwhelming for the site SLPs and Psychs to take on while managing their current caseloads. And which Special Education Teachers would do the assessment? This I why the Assessment Only job was created. There are just too many assessments and it needs to be focused on by a select number of people so that they can all be tested and identified as needing special education services earlier rather than later if it is appropriate. I see many students falling through the cracks and not getting help until much later if we do not continue with the well-run machine we currently have going in preschool at Vineland. Overall, safety of the Students is a major concern for our students when it comes to relocating them to other sites but relocating all of the members of the assessment team is also going to be quite challenging for everyone involved. It would most likely result in many children not being identified for special education services when they need it, timelines will not be adhered to, and TR would be out of compliance in many areas.

Thank you for your time,

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Heather Messall, M.S. CCC-SLP

Speech-Language Pathologist

To: The Twin Rivers USD 7-11 Committee on Surplus District Property

From: Bob Bastian, TRUSD Board member, Area 4

Subject: Review of Recommendations of Surplus Properties

Item 1: The Vineland Campus at 2450 20<sup>th</sup> St., Rio Linda, CA; APN 407-0221-016-000

The Vineland School was constructed in the 1950's by the Rio Linda Union School District. The Special Education Center was built in the 1970's for special needs children with state money. It has 6 classrooms with attached grooming areas which include sinks, tubs, showers and toilets. There are observation rooms for use by staff. The facility has a large common room for lunch and activities, a staff room with adult bathrooms, a complete kitchen

*with appliances, a laundry room with washer and dryer. It also had a kiln room for ceramic arts but the kiln has been removed. There is another room for office space. The special education center is entirely fenced which includes a playground area, lawn, tables, garden boxes and cages for small animals which the students cared for. This center served students in the Rio Linda District as well as from other districts including Elverta, Center, Robla, Yolo, and North Sacramento just to name a few.*

*North of the special education center building there was an open field with weeds which was an extreme fire danger. The RLUSD, PTA and Rio Linda Lions worked together to turf the area and put in irrigation. It became a sports field for youth sports such as flag football, soccer, and baseball/softball with a back stop located at the northeast corner. This section would be ideal for use as a park and recreation community area.*

*The campus has a well on the northwest corner of the campus that was used only for irrigation of lawns, trees, flower/garden beds. The pump is powered by SMUD. All drinking water is provided by the Rio Linda Community Water District. This came about because the Air Force realized there was a strata of water that came from McClellan AF B that was contaminated. The Air Force paid for all houses in the area with wells to go on RLE Water which included the school.*

*The Vineland site has been through many difficult times. The school was hit by a tornado in 1978 which caused significant damage to the main classroom buildings. Repairs were made but due to declining enrollment, students were moved to other district schools and the main campus rooms were used by district administration and library services. The special education remained opened serving many students and the Kindergarten room was used by Headstart for preschool students. Eventually, the special education students were moved to Rio Linda Elementary School for mainstreaming. Heritage Peak moved into the main Vineland campus until a fire caused them to move their program to the RLE School site. A car crashed into the main Vineland cafeteria/multipurpose room causing considerable damage but the District fully repaired the building. It has a complete kitchen, a stage for drama and music events and a large room for PE activities such as volleyball, work outs and dancing. This would be a great facility for recreation and community events. Also on the campus is a maintenance shop that could be used by community entities. There is a large paved fenced maintenance yard with the shop.*

*The Vineland site has great potential for the community. The building which was used for special education programs would be an excellent preschool site. It would be a wonderful gesture if the district could return the site to the community as many community groups such as the Lions Club, the North Highlands Garden Club which purchased all the plants and helped the children maintain them, the 1155<sup>th</sup> Squadron from McClellan Air Force Base, the PTA and many community members invested time and money in the improvement of Vineland over the years. The Vineland site would be a great asset to the community.*

*It is my hope the district will consider this proposal for use by the community.*

*Dear 7-11 Committee,*

*We, the Vineland staff, are writing to strongly disagree with the potential closure of Vineland Preschool. Safety is a major concern for our students and their families, and is something our staff has to consider regularly. Our school building and playground are enclosed to protect students who may be prone to run away or wander off. Fences also prevent students from having access to the school parking lot. Most classrooms have easy access to the fenced-in playground. Our playground and toys are designed for preschool aged children and accessible to those with special needs, including sensory tables, playhouses, tricycles, swings, and wagons all of which can be shared amongst all preschool classes. Because Vineland is a smaller campus and specifically for those between the ages of 3-5, students can have more independence walking inside the school, between buildings, and across the campus.*

*Specific features and functions of our facility are core to why we disagree with the closure of Vineland. Each classroom has a built-in therapeutic swing that supports our students with sensory and motor needs, a motor room for PTs and OTs to implement services, a designated speech room, and an on-site office for our registered nurse who conducts health assessments and serves students with significant health concerns. Also, each classroom comes with two small toilets and a sink for hygiene routines. Many of our students with disabilities require toileting supports*

*that are embedded into their IEPs. Some students require changing tables, diaper access, wipes, and storage for extra clothes. Teachers must be involved in the toileting process, and this could not happen in a shared, public restroom. A child requiring the bathroom in another location would also separate teachers/paraeducators from other students. This would be detrimental to our students' behavior and development (e.g., elopement, potty training, less time in the classroom, etc.). Vineland's specifically-accommodative facilities best support our students' individualized needs and thus should not be closed.*

*Thank you for your time.*

*Sincerely,*

*Vineland Staff*

*Dear 7-11 Committee,*

*My name is Rhaniel Lao, a paraeducator at Vineland Preschool, and I am writing to speak against closing Vineland.*

*If Early Childhood Special Education (ECSE) classes were spread across the district, the collaboration at the core of the Vineland program would disappear and our students would suffer for it. ECSE staff currently collaborate, share materials, and create school-wide special days with our students' general education early childhood education (ECE) peers. When teachers or paraeducators are absent, other classrooms can easily support them as all teachers hold credentials for children birth to 5 and paraeducators can be utilized as needed, maintaining safe and standard student/teacher ratios.*

*In regard to transportation, many ECSE students would still require transport to schools other than their home school and require specialized seats on the buses. Also, several parents expressed safety concerns regarding having preschoolers share buses with older students. Additionally, our preschoolers would have different bus pick up and drop off times as other students due to the difference in our schedule.*

*I know the Vineland teachers and staff embrace the district-wide push for inclusion. Many teachers and staff have extensive experience in inclusion classrooms. In fact, we have been under the impression that more inclusion was coming to our campus for a few years, and we still hope this is the case. Our teachers have developed inclusion events such as MEECA (Monthly ECSE ECE Collaborative Activities), school-wide music, and joint recess with the ECE classroom(s) on campus. We await more information and direction from the TRUSD administration.*

*With the push for inclusion, bringing more general education peers to our campus would be beneficial and cost-efficient as our rooms and facilities are already set up to support young students, including those with various needs and various disabilities. Our site has classroom space and several empty classrooms that could be turned into full inclusion classrooms. Our campus follows the Universal Design for Learning (UDL) which gives all students an equal opportunity to succeed.*

*Thank you for listening to our concerns regarding this closure and we hope you reconsider closing the school.*

*Sincerely,*

*Rhaniel Lao*