

Meeting Minutes

Garden Hills Elementary School

Date: December 6, 2018

Time: 5:00

Location: Art Room, GHES

- I. Call to order: 5:07
- II. Roll Call

Role	Name <i>(or Vacant)</i>	Present or Absent
Principal	Stacey Abbott	Present
Parent/Guardian	Laura Campbell	Present
Parent/Guardian	Soledad Bailon	Present
Parent/Guardian	Kim Kleiss	Present
Instructional Staff	Christian Valdez	Present
Instructional Staff	Angela Nelson	Present
Instructional Staff	Sarah Erickson	Present
Community Member	Medardo Cisneros	Present
Community Member	Katherine Travelute	Present
Swing Seat	Everett Jolly	Present
Student <i>(High Schools)</i>		

Guests Present: Parents in attendance: Emelyn Bernal, Wade VanLandingham, Jennifer Desimone, Jenni Rainwater, Loren Locke, and Kelly Moyer

Quorum Established: Yes

III. Action Items

- a. **Approval of Agenda:** Motion made by: [Christian Valdez](#) Seconded by: [Kim Kliess](#)
Members Approving: All
Members Opposing: None
Members Abstaining: None
Motion Passes
The organization of the agenda suggested adjusting by Ms. Abbott to have her principal comments at the end of the meeting, followed by the public comments.
- b. **Approval of Previous Minutes:** *List amendments to the minutes: no amendments made*
 Motion made by: [Kim Kliess](#); Seconded by: [Everett Jolly](#)

Members Approving: All

Members Opposing: None

Members Abstaining: None

**Abbott noted the addition of the Norm about language accommodations

IV. Discussion Items

- a. **Discussion Item 1:** Ms. Abbott shared some news from our school. Ms. Abbott shared about the completion of the IB self-study. It is an 85-page document reflecting staff, parents, and student perspectives of our IB program. In addition to the IB study, the staff of Garden Hills just completed a revision of Language Policy. Academically 3rd, 4th, and 5th grade students have completed the District level Benchmarks. In comparison to our North Atlanta peers, in mathematics our student performed towards the top of the scoring. Katherine Travelute entered the room at 5:16.

Ms. Abbott wanted to clarify her public comments regarding the Dual-Language program and its sustainability for Garden Hills. DLI and priority lottery process is in question. Ms. Abbott has consulted Dr. McKenzie, World Languages Department and Corey Edwards, Director of Student Placement. If a non-zoned student is enrolled to Garden Hills or the DLI program, the community wants to know if there will be an opportunity for a sibling to attend GHES. In discussions with the District, a potential future hardship transfer could be offered. The hardship transfer is not a guarantee into the DLI program and could be impacted by the timelines of other registration deadlines, like choice schools and district regular zoned students. This concern will continue to be monitor by the Legal Department and District level staff members. Ms. Abbott has requested to include her notes to the meetings. And will be reviewed by the GO Team during the January meeting.

Additional questions noted by Dr. Travelute: how long does the hardship enrollment last? Is there an expiration? Ms. Abbott noted this concern and will ask the District.

Dr. Kliess questioned the future of the DLI program and how it is developing into Sutton Middle. Ms. Abbott shared the positive experience of attending conferences and school visit with Sutton MS and GHES staff. The conversations and planning are underway to develop and have the program grow into Middle School.

b. **Discussion Item 2:** Ranking of Priorities

The team used the school strategic plan to organize the nine strands. The team noted:

- 1) Offer students relevant instruction that supports comprehension and communication in all core content areas.
- 2) Build teacher capacity to reach all learners in their classrooms.
- 3) Provide support services to targeted groups of students based on needs through transdisciplinary model
- 4) Inform and engage the school community
- 5) Foster a positive, and engaged school culture
- 6) Extend focus on bi-literacy through implementation of dual language and oral proficiency based Spanish World Language program
- 7) Build systems and resources to support cluster plan to include IB implementation
- 8) Intentionally recruit high quality bi-literate teacher candidates
- 9) Expand teacher and school coloration opportunities.

These will guide the formation of the future school budget. Ms. Travelute observed that our top three priorities need to continue to support the diversity of the non-DLI side of our lower grades and look at content specific training for staff members. Ms. Abbott wanted to note she values the position of Media Center during the budget.

c. **Discussion Item 3:** Family Engagement is being noted to move to the next meeting. Due to time restriction and allow for public comment.

d. **Discussion Item 4:** Community Members for Public Comments:

- 1) **Wade VanLandingham** he was seeking clarification on the priority selection process of the DLI program and emphasized the “neighborhood-built” school staying true to the Garden Hills community.

1. **Abbott:** Students zoned for Garden Hills take priority when enrolling into the DLI. 25 Spanish speakers and 25 English speakers. When the first 50 students enroll into the DLI program, the lottery is enacted. A random number generator is used to select the lottery candidates from the remaining zoned-students. When class formation begins in March, the process repeats: school zoned students, then out of zone. Dr. Kliess has asked to this process to be posted online to inform and have transparent discussion making. Ms. Abbott said she will ask District level staff if this information is allowed to be posted.

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- 2) **Jennifer DeSimone** voiced concern for the 3rd grade DLI enrollment and how the numbers will sustain through the remainder of elementary school and into middle school.
 1. **Abbott:** Abbott is aware the third grade enrollment is lower than other grades, but is protecting the language learning of our students and values the DLI program. She will continue to monitor the student enroll for 3rd grade.
- 3) **Loren Locke** she wanted to express the value her family and students add as a non-DLI family transfer students and is eager to see how the future of hardships transfers will affect her family.
 1. **Abbott:** She will express the need of non-DLI families in the future discussions with District leaders.
- 4) **Kelly Moyer** she is appreciative of the clarification about the Priority Lottery Process. She wanted to maintain the focus on the neighborhood and community. Seeks clarification what other schools are impacted.
 1. **Abbott:** The only other schools impacted are Bolton ES and Benteen ES. These schools have newer DLI programs, but Abbott feels like they will become popular within the District, like GHES. She encouraged community members to talk and discuss questions before negativity brews in the community.

Ms. Abbott addressed the questions and comments. As seen in red above.

V. Announcements

- a. Next Meeting was scheduled January 31st, 2019 in the Media Center.
- b. Additional comments to talk to community members about the Family Engagement committee.

VI. Adjournment

Motion made by: **Everett Jolly**; Seconded by: **Angela Nelson**

Members Approving:

Members Opposing:

Members Abstaining:

Motion Passed

ADJOURNED AT 6:22

Minutes Taken By: **Dr. Sarah Erickson**

Position: **GO Team Member, Secretary**

Date Approved: **[Insert Date the Minutes are APPROVED by the GO Team]**

Additional Documentation:

From: Abbott, Stacey
Sent: Saturday, December 15, 2018 4:41 PM
To: Erickson, Sarah
Subject: RE: DLI notes

- Although we cannot guarantee there would be spaces in the DLI program we do recognize that admin transfer (Choice) parents may prefer for their children to be in the same school building.
- Rather than parents having to withdraw their older child from the DLI program to go to a school where it is not offered (in order for the siblings to be in the same school building) we do believe that these situations merit a hardship transfer in order for the older sibling/enrolled student to continue their academic program (DLI).
- The parent could apply for the younger student to be in the DLI program and if slots are available after completing the district designated priority placement of school zoned students they would follow the same process for transfer/choice students.
- We tend to have a waitlist through 1st grade for the DLI program. I foresee that a situation could arise where a 1st grader may have an entering sibling in kinder where they are still waiting to find out if a space will become available. In that case the stipulation or on a DLI Grade K or Grade 1 waitlist may need to be factored in to the hardship.
- Our zoned school community is adamant in our opinion that the hardship transfers would be for entry into the school building and not an automatic pass into the DLI program so that it would not bump school zoned students from spots in the DLI program.
- I predict that the issue of dates when hardship transfers applications & approvals become available would come up also from both "sides" as the likelihood for space in the DLI program diminishes as we progress through the registration windows. That timeline would need to be stipulated by the district. I prefer not to give input as to a preferred timeline as it would indicate a subjectivity that I prefer to avoid so as not to appear to have partiality.

From: Erickson, Sarah
Sent: Thursday, December 06, 2018 6:45 PM
To: Abbott, Stacey
Subject: DLI notes

Hey Stacey,

Can you send me the notes/email to place into the minutes?

Sarah

Dr. Sarah Erickson
Art Teacher
Garden Hills Elementary
ericksonartroom.weebly.com