

Glenkirk Elementary School TPAC
March 2026 Meeting Agenda & Minutes

Date, Time, Location: Tuesday, March 3, 2026, at 6:00 pm via ZOOM

Meeting called order by Chairperson Mindy Warmbrunn and Vice Chairperson Stacey Burroughs

Attendance: Matthew Meyer, Heather Kilgore, Les Balgavy, Stacey Burroughs, Mindy Warmbrunn, Jessy Mata, Brandi Johnstone, Kirstie Osborn, Kjerstan Hodum, Sherri Yaeger, Jaime Kendle, Allison Brown, Rusty Wild, David Johnstone, Ejatu Jalloh, Jennifer Oister

Meeting Minutes: Will be posted on the Glenkirk webpage under TPAC

Current TPAC Officers:

CHAIRPERSON

Mindy Warmbrunn: WarmbrMA@pwcs.edu

VICE CHAIRPERSON

Stacey Burroughs: BURROUSD@pwcs.edu

SECRETARY–PARENT LIAISON

Jessy Mata: matajl@pwcs.edu

SPECIAL ROLE – SACI REPRESENTATIVE

Ejatu Jalloh: ejatujalloh@gmail.com

Administration:

Matthew Meyer, Principal: MeyerMD@pwcs.edu

Heather Kilgore, Assistant Principal: kilgorhe@pwcs.edu

Les Balgavy, Administrative Intern: balgavlj@pwcs.edu

Neighborhood Representatives:

GLENKIRK ESTATES, PARENTS

Kristie Osborn: OsbornKL@pwcs.edu

MORRIS FARMS, PARENTS

Natalie Drayer; nataliedrayer@gmail.com

SARANAC, PARENTS

Karla Pekor: kpekor@gmail.com

ELLIS MILL, PARENTS

Ejatu Jalloh: ejatujalloh@gmail.com

Agenda Items:

- **Welcome and Introductions**
- **Principal's Time – Mr. Meyer**

We are projecting an enrollment of approximately 473 students next year, which includes all students enrolled in our special education programs.

We anticipate the following classroom sections for the 2025–26 school year:

- *Preschool: 4 programs, including*
 - *Two 6-6 Peer Model classrooms*
 - *One special education classroom*
 - *The return of our 2-year-old program*
- *Kindergarten–4th Grade: 3 classes per grade level*
- *5th Grade: 4 classes*

Continuous Improvement Plan (CIP) Progress

Our CIP focus areas include improving outcomes for:

- *English Learners*
- *Students receiving Special Education services*
- *Reading achievement schoolwide*

We are making positive progress in these priority areas. Currently, 56% of EL students are reading at or above grade level, which meets our mid-year benchmark.

While our special education students are slightly below our targeted goal, it is important to highlight that they have made significant growth, especially among students who began the year reading below grade level. Their progress reflects the strong efforts of both students and staff.

New Information-None

SACI update - Ejatu Jalloh

January Meeting Highlights

The January meeting focused on three major areas:

1. *Services offered by the Ombuds Office*
2. *Upcoming updates to the Student Code of Behavior*
3. *Strengthening behavioral supports through Multi-Tiered Systems of Support (MTSS)*

Ombuds Office

The key takeaway was increasing awareness of the role of the Ombuds Office. This division-level support office helps families and community members navigate concerns and work toward resolution through the appropriate channels.

Student Code of Behavior Updates

Proposed updates emphasize:

- *Clarity, consistency, and fairness*
- *Clear expectations that promote safety and positive school climates*
- *A focus on prevention and age-appropriate responses before considering exclusionary discipline*
- *Stronger partnerships with families*

Highlighted changes include the addition of a Student Voice Bill of Rights, further ensuring that

students' perspectives are reflected in behavior expectations and decision-making.

Multi-Tiered Systems of Support (MTSS)

The meeting also reviewed MTSS, a framework that helps schools provide the appropriate level of academic and behavioral support.

- *Tier 1: Schoolwide supports for all students*
- *Tier 2: Targeted supports for some students*
- *Tier 3: Intensive interventions for students with the greatest needs*

The division is working to strengthen systems such as student support teams and restorative practices with the goal of reducing exclusionary discipline and keeping students meaningfully connected to learning.

February Meeting Highlights

The February meeting centered on grading and assessment practices, examining what is working well, where inconsistencies exist, and what changes could better support student learning.

Feedback was gathered through divisionwide surveys, staff sessions, and audits. One key theme was that staff tend to view current grading practices more favorably than students and families. Concerns often related to inconsistency and a lack of meaningful feedback.

Ideas Under Consideration

Several potential improvements were shared, including:

- *More timely and actionable feedback for students*
- *Clear minimum expectations for graded assignments*
- *Gradebook updates to improve transparency*
- *Defined expectations for late work, aligned with IEPs, 504 Plans, and English learner accommodations*
- *Opportunities for retakes and additional demonstrations of proficiency under set conditions*

Families were also invited to provide input on late work policies, homework expectations, grading scales, and potential report card changes.

Program Updates

Additional updates were provided on services for:

- *Gifted Education*
- *Special Education*
- *English Learners*

Open Chair (formerly Citizen's Time)

Parent Question = Enrollment: Is there a minimum threshold that needs to be met, what does the future look like?

Response = There is not a minimum threshold that needs to be met. Enrollment over the next 5 years is projected to decrease under our current boundary. By 2030, Glenkirk is projected to be under 400 students. The School Board may consider a comprehensive redistricting in the next 5 years as there are homes projected to be built along the Vint Hill corridor. Any redistricting may result in an increase in Glenkirk enrollment.

Wrap-Up and Next Steps

Next Meeting: Tuesday, May 12, 2026

Minutes compiled by: Jessy Mata