

THE Inman Park Advocator



Atlanta's Small Town Downtown News • Newsletter of the Inman Park Neighborhood Association
advocator@inmanpark.org • inmanpark.org • 245 North Highland Avenue NE • Suite 230-401 • Atlanta 30307

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President's Message

Zoning is for Everyone

BY BEVERLY MILLER • PRESIDENT@INMANPARK.ORG

Inman Park zoning ordinances allow for growth and change while preserving the unique character of our neighborhood. Thanks to all of you who have diligently dedicated your time to such matters over the years. Zoning designations are in place to specifically govern the use of every parcel, and Inman Park Historic District regulations protect many properties as well.

There is more work ahead. Our VP for Planning, Rick Bizot, will soon lead the effort to create an Inman Park Master Plan. The plan will identify what Inman Park should look like in the future and what we need to get there. Stay tuned for more information from Rick regarding the master plan.

Despite the zoning and historic preservation designations already in place, challenges continue. When requests for zoning changes arise, the Inman Park Neighborhood Association (IPNA) relies on the input of residents to make decisions that affect the very fabric of our neighborhood. IPNA also has a history of neighbors working cooperatively with

developers to achieve mutually satisfactory compromises.

A little over a decade ago, IPNA worked with the developers of Inman Park Village and more recently with the developers of Inman Quarter to create large mixed-use developments on former industrial sites. The property on which these developments stand was down-zoned from industrial use to mixed use/multi-family. This transformation replaced abandoned industrial buildings with a lively village.

In a more recent example of down-zoning from industrial use, IPNA reached a mutually acceptable agreement with North American Properties regarding The Edge at 670 DeKalb Avenue, which will include offices, retail space, and apartments. The sticking point in this negotiation was the plan's constriction of the BeltLine, precluding passage of the light rail called for in the original BeltLine design. After months of discussions and many re-designs, the project now under construction will have less density than originally proposed in order to preserve the possibility of light rail through the property.

Five sites in Inman Park are specially

zoned to serve as buffers against very intensive commercial use across from or adjacent to residential property: Hurt and Edgewood, Austin and Elizabeth., N. Highland and Copenhill, N. Highland and Colquitt, and Waddell and Edgewood. This last site is near the location of Jenkins Metal at Krog St. and Edgewood. A recently proposed development there called for intensive commercial use, but IPNA achieved a compromise with Thrive Homes for an upcoming development of residential townhomes. This outcome will increase density while maintaining a buffer between the surrounding residential and commercial properties.

Neighbors who buy property near such protected sites rightfully assume that the properties will be developed in accordance with our zoning ordinances. Yet even with protective zoning in place, smart growth still depends on neighbors who pay attention and participate in the process of vetting proposed developments. There are opportunities for neighbors to give their input before any zoning change or variance goes to the City for approval.

You can get involved in this important

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**Happenings
this month**

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Neighbors**

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**Fourth of
July Party
Photos**

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 **Eye Etc.**
www.EyeEtcAtl.com

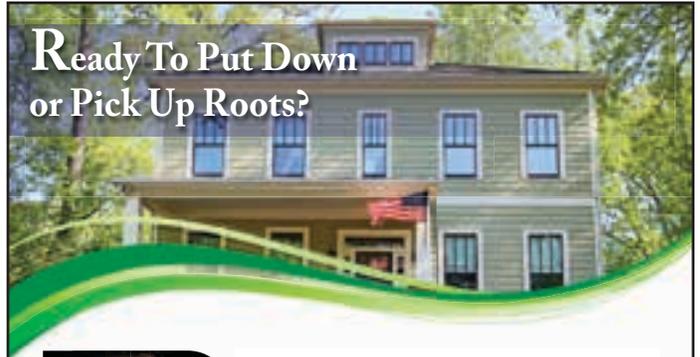


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The *Advocator* is the official newsletter of the Inman Park Neighborhood Association, Inc. (IPNA). In addition to the reports by the IPNA board of directors, officers, committee chairs, and the agenda for the current month's meeting, the *Advocator* publishes letters to the editor, press releases, articles deemed of interest to the community and paid advertising. Publishing of display advertisement, articles, letters, or notices does not constitute an endorsement by IPNA, its Board of Directors and/or the *Advocator* and the *Advocator* staff. The content and opinions of a published article or letter represent the opinions of the author and not the opinion of IPNA, its Board of Directors and/or the *Advocator* and the *Advocator* staff unless it is expressly stated. IPNA reserves the right to edit all items submitted for publication and to reject any material or ads submitted for publication. Material submitted anonymously, including press releases, will not be published. By submitting materials and photos you acknowledge you have the right to do so and understand the *Advocator* is published online as well in print.

Content is due on the 20th of the month prior to publication and should be submitted to advocator@inmanpark.org.

President's Message

continued

process. Any application for a zoning change or variance in Inman Park is first voted on by the immediate neighbors, defined as all who live within 300 feet. Next the proposal is presented to the full neighborhood for a vote at the monthly IPNA meeting. From there it is voted on by NPU-N, composed of representatives from Inman Park, Cabbagetown, Candler Park, Druid Hills, Lake Claire, Little 5 Points Business Association, Little 5 Points Center for Arts and Community, Poncey-Highland, and Reynoldstown.

Recently a zoning change was proposed at N. Highland and Copenhill, one of the specially protected sites listed above. The change in zoning would permit six times the allowable density and allow currently prohibited expansion of commercial use onto a residentially zoned property. The zoning would change from residential to commercial. Many neighbors worked long and hard to try to achieve a compromise. At this writing, the project has been voted down by the immediate neighbors, IPNA, NPU-N, and the Atlanta City Council Zoning Committee. Future development on the site is a certainty. Only if Inman Park residents care and get involved will we be able to decide the best outcome for this site and many others that will no doubt change in the coming years. Your input in neighborhood planning and zoning matters is vital. Please get involved and help determine the future of Inman Park. **M.**

2018 Inman Park Book Club

Meets @ 7:00 pm on the last Tuesday of most months. Most book selections are available at our neighborhood bookstore, A Capella, 208 Haralson Ave. in Inman Park. Shop local!

July
31

"Flight Patterns"

by Karen White
Cathy Jamison,
805-B Edgewood Ave.

Inman Park Security Patrol Activity

June 2018

| | |
|---------------------------|-----|
| Directed Patrols: | 426 |
| Drop Ins: | 74 |
| Alarm: | 3 |
| Suspicious Person | 2 |
| Criminal Trespass: | 1 |
| Suspicious Vehicle: | 1 |

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• • •

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for 2017. 404.523.4801

Other Happenings to Note

Wild World Weekend

July 28 – 29 • 10 a.m. - 4 p.m. • Zoo Atlanta • zooatlanta.org/event/wild-world-weekend
Walk around the zoo and take a trip around the world at the same time at this cultural heritage festival for the entire family. Travel from Africa to the Americas, from Europe to Asia and the Pacific via special entertainment, crafts and activities for all ages. Help celebrate our world's amazing wildlife and the places they call home!

Flic-nic Movie Night in Candler Park

August 4 and August 18 • Candler Park • friendsofcandlerpark.org
Bring a picnic and sit out under the stars for a fun, free movie night in Candler Park! This August, Friends of Candler Park are screening Jumanji on August 4 and Black Panther on August 18. Come early and grab a good spot, and don't forget your mosquito repellent.

The Complete Works of William Shakespeare (abridged)

August 4–19 • Shakespeare Tavern • shakespearetavern.com
Brush up your Shakespeare! All 37 of the Bard's plays and his 154 sonnets are crammed into two hours and all performed by just three actors! It is hilarious and bawdy and not to be missed if you've never seen it.

Bill Steigerwald – “30 Days a Black Man: The Forgotten Story That Exposed the Jim Crow South”

August 8 • 7:00 p.m. • Carter Presidential Library & Museum
jimmycarterlibrary.gov/events

In 1948, most white people in the North had no idea how unjust and unequal daily life was for the 10 million African Americans living in the South. But that suddenly changed after Ray Sprigle, a famous white journalist from Pittsburgh, went undercover and lived as a black man in the Jim Crow South. Author Bill Steigerwald elevates Sprigle's groundbreaking exposé to its rightful place among the seminal events of the early Civil Rights movement.

Grant Park Summer Shade Festival

August 25 - 26 • Historic Grant Park • summershadefestival.org
Get outside for two days of fun in shade-covered historic Grant Park! There's a 5K, food trucks, craft beer, a Kids Zone, and tons of great music. This is the annual fundraiser for the Grant Park Conservancy, so go have some fun for a good cause.

Summer Sunset Photography Workshop

August 26 • 6:30 p.m. • Oakland Cemetery • oaklandcemetery.com
Join other Oakland enthusiasts and photographers for a two-hour photography workshop in one of Atlanta's oldest historic sites. Our experienced guides will provide hands-on instruction to capture the landscapes, architecture, and gardens of Oakland. Whether you are a seasoned photographer or still learning the basics of your camera, you will discover tips and techniques to improve your skills. Tickets are \$40 for general tickets, \$35 for HOF members. Tickets go on sale Friday, August 3. 

IPNA Calendar

July
18
IPNA Meeting
Trolley Barn
7:30 p.m.

July
26
NPU-N Meeting
L5P Community Center
7:00 p.m.

July
27
Porch Party
226 Elizabeth Street
7:30 p.m.

July
31
Book Club
See page 4 for details

August
1
Atlanta Public Schools
First Day of School

August
15
IPNA Meeting
Trolley Barn
7:30 p.m.

August
23
NPU-N Meeting
L5P Community Center
7:00 p.m.

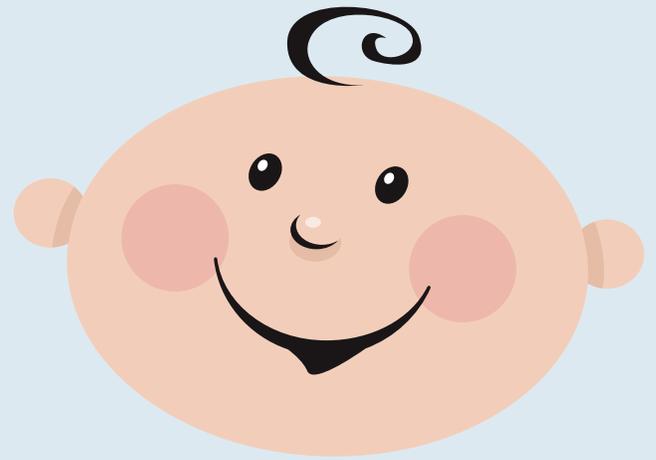




Welcome New Neighbors

Andrew Saul,
Colquitt Avenue

Tara and Jim Paul,
Hannah and Carter Paul,
Euclid Avenue



Birth Announcement

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Alta Avenue, on the birth of their son,
Foster



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Fourth of July Party!



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The First Frontier – The Classroom

BY ANNSLEY KLEHR · LAKE CLAIRE NEIGHBORS EDUCATION CHAIR

It is back-to-school time. Routines are different, teachers are different, and management styles are different. What might your child's classroom look like? Do you remember what it was like for you entering your school building for the first time each year? The excitement of all new school supplies, meeting your teacher mingled with the nervousness of starting over again and the smell of the building. Perhaps you were waving to friends down the hall, meeting new ones for the first time, or even sitting in a corner spectating.

Before the students even sit down in their desks, the teachers have a master plan, a plan they have been scheming for quite some time. They have premeditated this moment more than you and your child. The first day of school is the most important day of school, because it only happens once each year. It is the day that sets the tone and scene for each and every other day, so it has to be one of great importance, where students and teachers come face to face with classroom management.

So what is classroom management you ask?

The term “classroom management” refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students while maximizing the behaviors that facilitate or enhance learning.

See www.edglossary.org/classroom-management.

Classroom management is the foundation of all learning, teaching, and community building. Without it, little to no learning takes place. I decided to interview the experts on this topic to learn the best-kept secrets to classroom management. I spoke with teachers at Mary Lin Elementary School, Inman Middle School, and Grady High School to see what kinds of rhythms and routines and classroom management they employ in their classrooms. I asked questions such as: Tell me about your classroom management philosophy. How did you start the year? Do you have classroom management systems in place,

and if so, what do they look like? What have you found most effective? What have you found least effective? What changes have you made?

The interviewees (in positions listed at the time of the interview):

From Mary Lin Elementary:

Stephanie Shumacher and Sarah Iskhakova
– 5th grade team

Lynanne Brennan – 5th grade math and science teacher (formerly at Inman)

From Inman Middle School:

Wendy Baker – 8th grade Language Arts teacher, 20 years in the field

Brandy Stacy – 6th grade special education, 13 years in the field

From Grady High School:

Sara Looman – AP World and European History at Grady High School

Each teacher above has her own flair and nuance in the classroom and with her students, but I also found that these teachers overlapped in philosophy or actual methodology. I was able to break down their classroom management approaches into four categories: expectations, relationships, reward systems, and methods to their madness.

Expectations

Each teacher has specific expectation of her students. Without expectations, students do not know their limits. Imagine when people thought the world was flat and, afraid they would sail right off a side, they felt fear. So, too, do children who are not given expectations and boundaries.

Wendy Baker explained that from August to October she takes time to set up boundaries and expectations while everyone is getting comfortable with one another. She reflected that in her earlier practices she had fewer boundaries and saw that her students really needed them.

Stephanie Shumacher and Sarah Iskhakova, along with Brandy Stacy, start the school year off with classroom contracts that the class creates together. Shumacher describes the contract as the rules the students

establish to be able to achieve their “hopes and dreams.” In Stacy’s class, each student takes responsibility for his/her own actions by creating a class contract that everyone has to agree upon before signing. This contract is revisited when the need arises. These contracts serve as expectations for classroom behavior, and yet Lynanne Brennan creates expectations through daily classroom routines.

Each teacher has found her own way of defining expectations so that the students know what is to be expected of them. Students are more apt to cooperate when they know what lies ahead, so these teachers are creating the foundation for their classroom management.

Relationships

Each teacher builds personal relationships with her students. It is crucial to a classroom community to build relationships with each and every student and for the students to build relationships with one another. When there is trust, there is little behavior to manage.

Baker starts the year giving positive encouragement to her students, telling them she is here for them to help them get smarter, emphasizing that she and the students must work together as a team. Like Baker, Stacy finds that her students are more willing to listen to what she says when “they know I care about them.” She also shares pieces of herself and tells stories about her own life to connect with her students. Along those same lines, Brennan explains that she has to build a relationship with her students long before discipline ever comes into the picture. Brennan, a previous Inman Middle School teacher, found herself hitting “fast and hard” with positive notes and positive calls home within the first month of school. Just like Brennan reaches out to build trust with families, so too does Stacy. The forging of bonds and relationships allows for mutual trust, and when there is trust, there is classroom community. When there is classroom community there is respect and with respect there are fewer behaviors to manage.

Reward Systems

These are behavior management systems the teachers use to encourage on-task behaviors. A reward system is one method

The First Frontier

continued

to motivate students to either behave or improve a work ethic. It is a highly debated topic among educational theorists. For example, the educational scholar and theorist B.F. Skinner was a strong believer in positive rewards, which a lot of teachers use. However, the theorist Alfie Kohn was a great critic of this rewards-based approach, believing that rewards would eventually destroy a child's intrinsic motivation. The teachers I interviewed also had mixed feelings about these reward systems.

Stacy, Shumacher, and Iskhakova work with a Token Economy system. Students earn points for anything from being on-task, to getting good grades, to doing his or her classroom jobs. These points can then be cashed out for prizes. Brennan, Shumacher and Iskhakova have also used Class Dojo. In the Class Dojo system, every child has an emoji and can earn or lose points based on areas that are improving or need improvement. An individual can earn points or the whole class can earn points. There is also an auditory component of Class Dojo that dings when someone gets points. The students know what to expect with these systems, but not all students reap the rewards.

Shumacher and Iskhakova first found that inflation was happening with the points; the kids kept earning more and more and the things they could buy with it were becoming less desirable. But also they found it hard to acknowledge all 25 (or so) students at the same time. They expressed feelings of frustration around rewarding expected behaviors that should be coming intrinsically from the students. They also found that the students would come to expect rewards and would only do things asked of them if a reward was involved. Shumacher and Iskhakova expressed how hard it is to un-teach a child from behavioral conditioning. Brennan also said that the systems "wear off." Stacy acknowledges that her students "probably don't need a token economy after a relationship is established." Even though these systems are in place to help keep on-task behaviors, the teachers question the effectiveness of them in the long run.

Method to the Madness

Each teacher has her own purposeful methods, routines, and techniques in the classroom. Each teacher plans and executes and reflects and revises her plan before

beginning their cycle over again. Every detail in the classroom has a greater purpose whether we can visibly see it or not. Each detail is part of the secret of her success.

Our teachers also use strategies to maintain order and on-task behaviors. Some teachers tend to look at the whole student - the student at school and the student at home. Sara Looman says she tries to adjust and be flexible, and prepare for the unexpected, because you cannot always understand what is happening for the student outside the classroom walls. With the understanding that all kids come from different home environments, Stacy attempts to approach each day thinking that she could be the first smile or the first kind word a child has heard. These teachers try to prevent situations from occurring by recognizing the social/emotional needs of their students, paving the way for a more cohesive classroom dynamics.

Baker says her intention is also to preempt a situation, finding herself in constant self dialogue, asking questions such as "What flares a child?" In a similar vein, Brennan recognizes the "need to be able to read" her students. Recognizing student behaviors before they happen again creates a more harmonious classroom environment. Stacy sees the need for movement around the room, giving her students a choice of how they learn best - for example squeezing stress balls or silly putty or using standing desks. Others have focused on best seating and placement in the classrooms. Looman assigns seats and changes it up midway through the year. These classroom strategies help the teacher create a well-oiled classroom, hoping to minimize off-task behaviors and create order.

Brennan intentionally creates small groups, because she finds the students work more cooperatively. She might put a struggling writer in a group with a stronger one. And in math she will group by ability based on assessments. Other teachers have pulled sticks with student's names on them, pulling certain names at certain times to carefully preserve the child's confidence and self-esteem. All methods of classroom management are thought through with a great deal of purpose behind them in order to make the day go as smoothly as possible.

Teachers have a purpose behind the choices they make, which is to create

safe environments that allow students to take risks. They each have methods to their madness of structure, routines, and understanding that allow them to build classroom community and minimize unwanted behaviors.

In Conclusion

Community building, trust, learning, and teaching are all the building blocks to classroom management -- the ability to optimize the behaviors, learning, and relationships in the classroom. Shumacher, Iskhakova, Brennan, Baker, Stacy, and Looman explained and demonstrated in their interviews how their own personality and passion mixes in with their philosophy and methodology of teaching. They shared similar approaches in expectations, relationships, reward systems, and methods to their madness. They shared their classroom secrets.

So remember when you walk into your child's classroom at the start of the school year all the work and foresight that goes into that first day and every day thereafter. Acknowledge the work and brilliance of a teacher, and that your teacher is the expert of her classroom. As a teacher, you often find yourself trying to do the best job you know how to meet the needs of the students in the class in that moment. If you have time for reflection, you might make changes to your classroom management depending on your observations, understanding of theories, and those apparent needs around you, but sometimes it is just survival of the fittest. As Looman points out that when she follows her passions, she feels happy, and the kids will, too!

Special thanks to all the teachers who took time out of their busy schedules to be interviewed: Wendy Baker - 8th grade Language Arts teacher at Inman Middle School; Stephanie Shumacher and Sarah Iskhakova - 5th grade team teachers at Mary Lin Elementary School; Lynanne Brennan - 5th grade math and science teacher at Mary Lin Elementary School; Brandy Stacy - 6th grade special education at Inman Middle School; Sara Looman - AP World and European History at Grady High School 

APS First Day of School!
August 1st

Agenda

July 18, 2018

IPNA Meeting • 7:30 p.m • Babysitting Available
The Trolley Barn • 963 Edgewood Ave. NE

- I. Welcome & Introduction of Newcomers
- II. Police Officers' Reports
- III. Minutes of Last Meeting
- IV. Announcements
- V. Elected Officials' Reports
- VI. IPNA Officers' Reports
 - A. President
 - B. Planning
 - C. Zoning
 - D. Historic Preservation
 - E. Public Safety
 - F. Communications
 - G. Treasurer
 - H. Secretary
- VII. Committee Reports
- VIII. Old Business
- IX. New Business
- X. Adjourn

Check inmanpark.org the day of the meeting for any agenda updates.



Good to Know

Inman Park Neighborhood Association (IPNA) membership:

Available to those who live within, own property within or operate a business within the boundaries of Inman Park. Membership is free with online registration at inmanpark.org. Membership allows you to vote (see bylaws online for details), gives you access to the directory and makes you eligible for special neighborhood events. In addition to being a member of IPNA, you may register for the Inman Park Security Patrol (IPSP) which staffs off-duty Atlanta Police officers to patrol our neighborhood. There are four levels of commitment starting at \$50 per year.

IPNA meetings are held at 7:30 p.m. on the 3rd Wednesday of each month at the Trolley Barn.

IPSP membership is based upon a rolling annual membership term. Your renewal date is one year from your membership date and again every year after that.

Websites

InmanPark.org
InmanParkFestival.org
Facebook.com/InmanPark
Instagram: @inmanpark

Report All Crimes: Call 911

IP Security Patrol: 404-414-7802
L5P Mini-Precinct: 404-658-6782

L5P Business Association

www.little5points.com

Want to be a part of next month's *Advocator*?

If you have news to share with your neighbors in the August issue of the *Advocator*, please send your submissions to advocator@inmanpark.org on or before July 20.



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