



House of Representatives

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STANDING
COMMITTEES:

AGRICULTURE & CONSUMER AFFAIRS
APPROPRIATIONS
HEALTH
RETIREMENT

June 6, 2025

Dr. Adrienne Simmons, Chair, District IV
Dr. Tarece Johnson-Morgan, Vice Chair, District V
Gwinnett County Public Schools – Board of Education
Rachel Ruffin Stone, District I
Steven B. Knudsen, District II
Steve Gasper, District III

Dear GCPS Board:

As State Representative for House District 98, which encompasses most of unincorporated Norcross and the Meadowcreek Cluster – simultaneously the most diverse and most underresourced cluster of Gwinnett County Public Schools (GCPS) – I am writing with requests for the ongoing GCPS Superintendent search, based on my extensive experience and engagement with my community and this cluster.

First, I request that your chosen search firm:

Multiple Finalists Measured by Specific, Demonstrated Successes

- 1) **produce multiple – ideally at least 3 – finalists** for the Superintendent position, instead of merely 1; and
- 2) **establish**, publicize at outset, and provide public transparency on the individualized, detailed application of **clear metrics**:
 - a. **on which all finalists will be assessed** the hiring process, and
 - b. **on which the Superintendent ultimately appointed will be assessed** during the term of the initial contract.

Second, while no Superintendent will meet every possible criterion, I request that the Superintendents under consideration be scrutinized for – and ultimately chosen based on – having not just words in support of, but **actual, well-documented, and measurable previous success in as many of the following as possible**:

Budgeting

- 3) increasing overall funding for Title I schools;
- 4) commitment to transparency in budgeting process, including producing publicly available school-specific budgets;

Personnel

- 5) increasing personnel retention in Title I schools;
- 6) increasing numbers of a) ESOL endorsements and 2) ESOL-dedicated personnel, ultimately, including by considering waiver for salary schedule to consider ESOL endorsements combined with ESOL experience at the same salary level as a masters;
- 7) increasing and retaining special education personnel (teachers, paraprofessionals);
- 8) increasing and retaining school counselors, social workers, and behavioral health initiatives (building on existing APEX program);

Enrollment

- 9) spearheading initiatives to streamline student enrollment processes, leading to higher enrollment;
- 10) increasing numbers of people reached via outreach and percentage of participation of relevant population, in a) English as a Second Language, b) McKinney-Vento, c) CTAE; and d) other beneficial, but sometimes/often stigmatized programs;

Integration/Expansion of Programming for Various Populations

- 11) expanding International Student programming, including integration of such programming into schools (beyond ISC);
- 12) integrating of special needs population, where appropriate, into general student population
- 13) expanding programs for Outside School Time (both before and after);
- 14) expanding (inc. in terms of number of students served) and integrating early childhood education infrastructure into K-12 space;

Comprehensive Needs Assessments & Services

- 15) implementing systems for comprehensive and periodic/continued needs/goals assessment for families, including of non-curricular factors such as health, social determinants, etc.;
- 16) school health resources, including bringing programs such as: a) School Based Health Centers, b) comprehensive sex education, c) anti-violence and drugs, including Narcan in all schools, including elementary, beyond any physical components of anti-violence/school safety;
- 17) expanding and integrating Communities in Schools programming, particularly for those flagged by school early warning systems for academic performance, truancy, or behavioral health;
- 18) expanding access to transportation, particularly for programs outside traditional hours;

Communications

- 19) creating appropriate communication systems with multilingual families, including standards for interpretation, and increasing (in terms of periodicity) parent communication with schools;
- 20) demonstrating previous commitment to collecting regular feedback from staff, parents, and students – particularly populations less traditionally likely to provide feedback (including

recognizing that such feedback, when not provided, makes overall results of public feedback skewed); and

21) demonstrating responsiveness to elected officials: here I will add that, despite numerous documented attempts over four years on my part, our previous Superintendent never responded once to my inquiries or requests to meet with him.

While this is certainly not to be an exhaustive list, and I do not pretend to speak for every single person in this cluster, I hope it provides guidance on the general needs of the constituents I serve.

Respectfully,

A handwritten signature in black ink, reading "Marvin Lim". The signature is written in a cursive, flowing style.

Marvin Lim
State Representative, House District 98