

UPCOMING EVENTS

September 23-24
Preview Southern Academy Days

September 24-28
IA fall testing grades 3—9

September 27
Principal's Council conference call

October 1
Matching scholarships due

October 1-3
IA fall make-up days

October 4
SU Early Childhood Education meeting

September Leave Reports due

October 4-8
Oakwood Live Academy Days

October 5
First quarter ends

October 7—9
Principals' Council—Biltmore Estate, Asheville, NC

October 14
Board of Education

October 15
School billing fees due

October 18
Parent/Teacher/Student Conferences

October 22—26
Fall Week of Prayer

October 25
Principals' Council call at 7:00 PM

October 31
Protestant Reformation Day

Last day for homeschoolers to register



KNOW YOUR STUDENTS

BY: KIM M. GAITER, VP FOR EDUCATION

Dear Teachers and Principals,

Although every school day is packed with so much to do, **prioritize building relationships over everything else that you do in teaching.** Who are the individuals in your classes?

I invite you to engage in this exercise: Make a list of all your students (yep, all). Then, identify one academic fact and one personal fact about each one. Though it is early in the year, what does this exercise bring up for you? Do you know more or less than you anticipated? How will this information influence the way you build relationships with your students? After completing this list, perhaps you may want to commit to cycling through and meeting with all your students in once or twice-weekly as "lunch bunches."

1. **Smile often and greet students** at the door as they enter the classroom every morning. Make education a joyful experience in which students want to partake every day.
2. **Show students that you care** and that their opinions and concerns matter.
3. **Ask students about their personal interests and future goals.** Remember that every child is different, so it is good to stay alert and identify students who show strong emotion.
4. Empathize and ask if they would like to share something that concerns or bothers them.
5. **Communicate with students' parents positively,** letting them know when their child has made an achievement or improvement.

When teachers communicate sincere care for students, they are more likely to want to perform well, enjoy coming to school, and are more likely to want to behave well by complying with classroom rules and policies.

Building effective student-teacher relationships requires that teachers follow the Christ model and reach out to students as well as their families, assuring every one of them that they are genuinely cared for and appreciated as individuals. None of the above would prove effective without faith in God's transforming power.

October 10th is World Mental Health Awareness Day.

This year Mental Health America is focusing awareness on youth and young adults to bring emphasis on and help the cycles of abuse, violence, substance use, and social media overload.

**No
SIGNIFICANT
LEARNING
OCCURS
WITHOUT A
SIGNIFICANT
relationship**
Dr. James Comer



- **Suicide is the 3rd leading cause of death in youth ages**
- **50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.**
- **The average delay between onset of symptoms and intervention is 8-10 years.**
- **37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.** <https://www.nami.org/NAMI/media/NAMI-Media/Infographics/Children-MH-Facts-NAMI.pdf>

Welcome OUR NEW TEAM MEMBERS

Judy Bartlett—Grades 2 & 3, Fayetteville Adventist Academy, Fayetteville, NC

Linda DuChaine—Grades K & 1, Fayetteville Adventist Academy, Fayetteville, NC

Janel Fields—Grades 1 & 2, Lithonia Adventist Academy, Stonecrest, GA

Deidre Hodnett—Teaching Principal, Ebenezer Adventist School, Augusta, GA

Jasmine Johnson—Principal, Decatur Jr. Academy, Stone Mountain, GA

Sharon Johnson—Grades K-2, Berean Jr. Academy, Charlotte, NC

Keisha McRae-Kennedy—Teaching Principal, Ramah Jr. Academy, Savannah, GA

Michael Kennedy—Grades 5-8, Ramah Jr. Academy, Savannah, GA

Michelle Blake-Livermore—Grades 5-8, Berea Jr. Academy, Sumter, SC

Jamie Mitchell—Teaching Principal, Ephesus Jr. Academy, Winston-Salem, NC

Dennis Ramsarran—Grades 3 & 4, Greater Fayetteville Adventist Academy, Fayetteville, NC

Shakuntala Ramsarran—Teaching Principal, Greater Fayetteville Adventist Academy, Fayetteville, NC

Matthew Ross—Middle School Math and Science, Decatur Jr. Academy, Stone Mountain, GA

Denise Marshalleck-Smith—Grades K-2, Gethsemane Christian SDA Jr. Academy, Raleigh, NC

Karen Thomas—Principal, Lithonia Adventist Academy, Stonecrest, GA

Data-Driven Instruction

Assessment

Analysis

Action

Data-Driven Culture

From A Handbook for Teachers: Learner Engagement for Academic Success Bill Daggett and Richard Jones (2012)

A key to increasing learner engagement is finding efficient ways to measure it. When something is measured, summarized, and reported, it becomes important, and people pay attention. However, frustration will occur when school systems embrace this goal without a systematic approach to measure current learning, set goals, monitor progress, and recognize success. Rather than allowing data to drive goal-setting and decision-making, some [teachers] are still guided by good intentions, hunches, and impressions.

Learning Criteria

Learner Engagement, also referred to as student engagement, is one of the four dimensions of the Learning Criteria, a tool created in partnership between the International Center and the Successful Practices Network that supports school improvement processes through data collection and analysis process. The four dimensions of the Learning Criteria include:

1. **Foundation Academic Learning**—the achievement in core subjects as measured by meeting standards proficiency.
2. **Stretch Learning**—the demonstration of rigorous and relevant learning beyond the minimum requirement. Students spend most of their time learning in quadrants C and D.
3. **Learner Engagement**—learners are motivated and committed to learning; have a sense of belonging and commitment to learning; have relationships with adults, peers, and parents that support learning.
4. **Personal Skill Development**—consisting of measures of personal, social, service, leadership skills; and demonstrating positive behaviors and attitudes.

If learners are to retain and apply what they have learned, they have to enjoy the learning process.

Learner Engagement Sample Data Indicators

A school [system] should have data indicator in all four dimensions of the Learning Criteria. These may include:

1. **Learner surveys.**
2. **Parent surveys.**

To identify success, all data indicators must be quantifiable in the following categories:

1. **School performance**—objectives
2. **Sustained**—data showing improvement at high levels for 5 years.
3. **Disaggregated**—comparisons in achievement among subgroups.
4. **Benchmarked**—compared to other schools in the system.

The identification of data indicators for the Learning Criteria is the start of [the] process. It is meant to be dynamic and continuous. It will take time and several steps to move through the process.

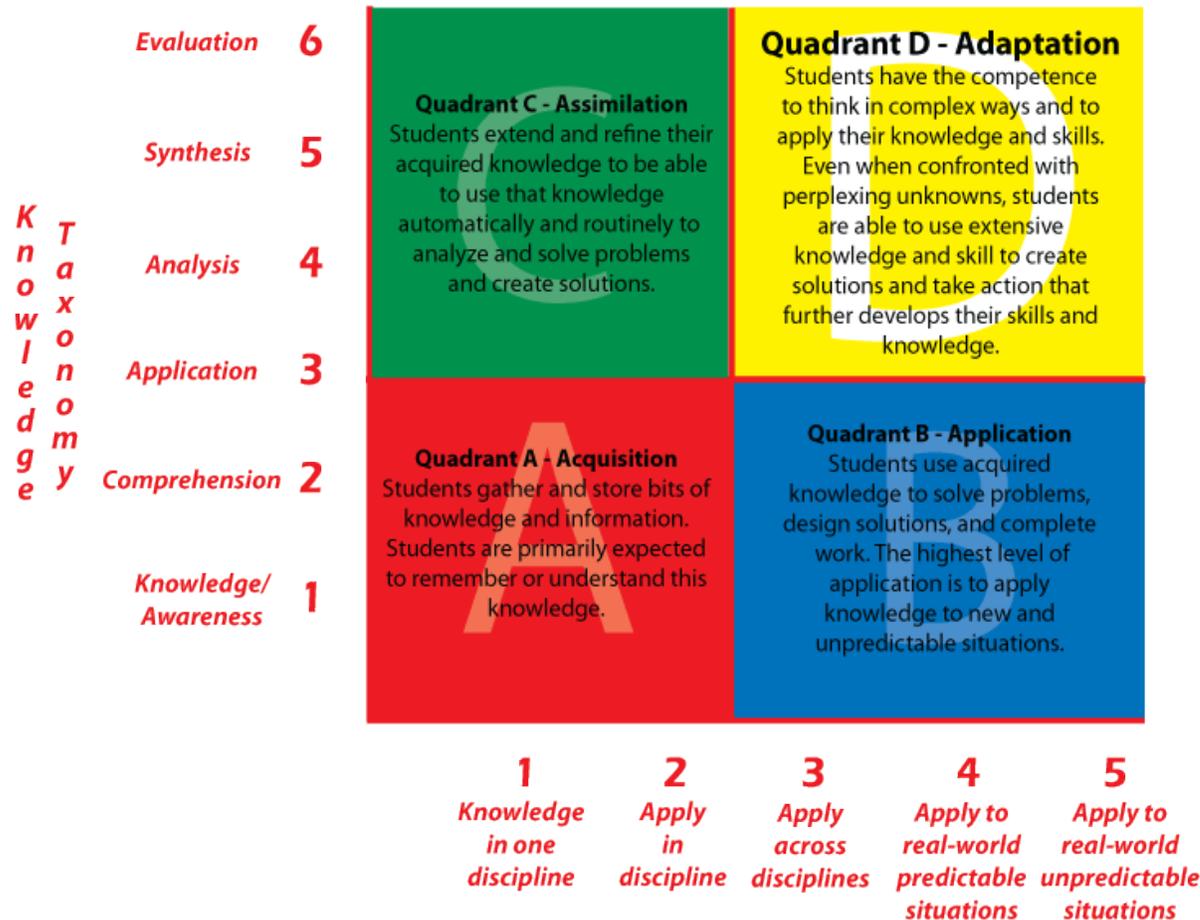


STREAM Science, Technology, Religion
Engineering, Art, Mathematics

National Council of Teachers of Mathematics (2018)

Underlying the confusion and inconsistency in school [STREAM] programs is the lack of a clear vision of what [STREAM] is and what [STREAM] programs should include. There are those who argue that whenever we teach any of the individual disciplines of science, technology, religion, art, and mathematics, we are teaching [STREAM] (Bybee, 2013; Larson, 2017). Within this vision is a strong commitment to teach mathematics and science in ways that emphasize the relevance of the disciplines and engage students in developing thinking, reasoning, and problem-solving skills. Advocates of this view of [STREAM] also acknowledge the benefits of activities that connect two or more of the four [STREAM] fields in meaningful ways.

Others, however, suggest that teaching the individual disciplines—



Application Model

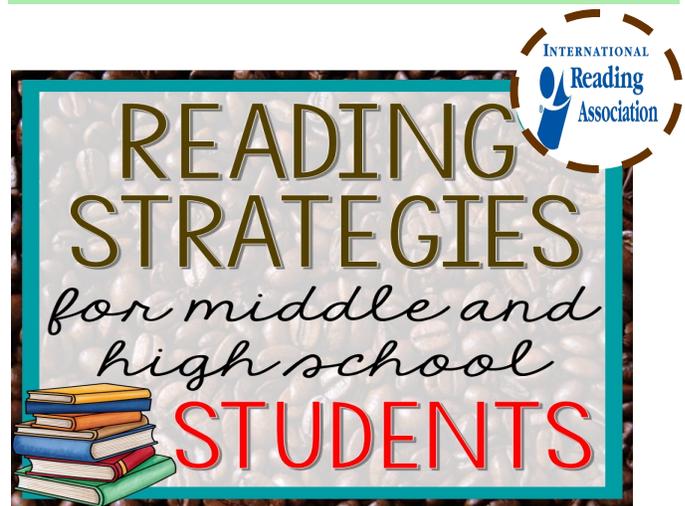
especially mathematics and science—is important for [STREAM], but that true [STREAM] is integrative (Dugger, 2010; New York City Department of Education 2015, 2018; Pelesko, 2015). That is, we can connect and extend mathematics and science and incorporate religion, art, engineering and technology to address relevant problems and tasks arising from life in the 21st century. Topics including robotics, communication, urban transportation, health, space exploration, environmental issues, social issues, or disease spread and prevention offer fertile ground for student explorations in [STREAM] learning. Students may use mathematics or science to model problems from the aforementioned list as they develop creative approaches and solutions.

One way to think about [STREAM] activities is to consider how much of each [STREAM] field might be addressed in a particular activity. [A STREAM] framework offers a model of four sliders, one for S, T, R, E, A and M. A robotics activity might be high on the E slider for an emphasis on engineering design, with a significant amount of technology and a modest amount of mathematics, but perhaps little or no attention to science. Another activity involving computer simulations of plant growth under certain conditions might have a high connection to science content, some technology and mathematics, but little attention to engineering.

In implementing an integrative activity or a comprehensive integrative program, attention to the individual component disciplines is essential (Stevens, 2012). In a [STREAM] program, mathematics and science play a different role from technology, religion, art and engineering, in that mathematics and science are school subjects that must be taught well for both a comprehensive education and as a foundation for any [STREAM] initiative. When incorporating mathematics as part of a [STREAM] activity, it is important to ensure that the mathematics is consistent with standards for the targeted grade level(s) in terms of content as well as the level and kind of thinking called for (Larson, 2017).

NCTM believes that prioritizing [STREAM] is not about making a judgment as to whether or not any single activity is a good [STREAM] activity. Rather, we suggest that a meaningful [STREAM] program should encompass many elements. It should be founded on the mathematical thinking and knowledge advocated for several decades by NCTM and that are consistent and supportive of the science, art, religion and engineering practices. A well-designed and effective [STREAM] program is going to have a strong mathematics component, a strong science component, and many opportunities to use mathemati-

cal and scientific thinking, reasoning, and modeling across disciplines to tackle real problems that involve any or all of the [STREAM] fields. Thus, mathematics and science as disciplines, as well as integrative activities that cross the [STREAM] fields, should be part of a comprehensive [STREAM] program. An essential feature of integrative [STREAM] activities should be that they support the individual disciplines addressed with integrity—[cross-pollinating and through a Constructivist-type approach] using content from grade appropriate standards that is taught in ways that support pedagogical recommendations from the disciplines.



Students may be getting a good early start on reading in the elementary grades, but to meet the increasing demands of textbook reading in high school...students need continued reading coaching and support, according to recent articles in the *Journal of Adolescent & Adult Literacy (JAAL)* and *Preventing School Failure*.

Educators have become increasingly aware that many high school...students just don't have the skills to read their math, science and social studies textbooks. It doesn't help that many textbooks don't exactly use best practices when presenting unfamiliar vocabulary and information, and that content teachers in the upper grades are typically not trained to develop students' reading skills.

Content teachers in...high school need to give their students

strategies so they can access their reading material. Below are some strategies. Among the strategies that have been validated for textbook comprehension with upper elementary and middle school students, researchers say, are linking text to students' prior knowledge, questioning, summarizing, using imagery and setting a purpose for reading. "The value of student construction of concept maps has been well-documented for the science classroom," the authors write.

PLAN Case Study

One strategy that has been developed for textbook reading is called PLAN (Predict- Locate-Add-Note).

The four steps are as follows:

- **Predict** content and structure of text before reading based on titles, subtitles and graphics.
- **Locate** known and unknown information on concept map.
- **Add** words and phrases to map during reading.
- **Note** new understanding by making changes in concept map.

[In the Plan Case Study,] students practiced creating concept maps in groups and then individually. They also implemented the PLAN steps with their science textbooks. The process of reading itself became a subject of discussion during science class. Students talked about what it takes to be a successful reader, created paper projects describing a successful reader and drew a concept map on the board of what a successful reader does.

To encourage students to discuss how they felt when they couldn't understand reading material, the teacher assigned several brief, challenging reading exercises that included complex ideas and college-level grammar. Following these assignments, the students discussed what it felt like to not completely understand text and also talked about the importance of using reading strategies to understand new science material. They talked

about feeling embarrassed, worried, anxious, scared and nervous.

Before the intervention, the teacher's science classes silently read their textbooks while listening to an audio recording of the chapter. In the treatment class, the students now worked together to create a concept map on the board. The teacher reported a positive response from students, noted that they enjoyed the map making and made comments such as "this makes sense."

The teacher guided students in class as they individually previewed a textbook chapter by looking at the title and subtitles, size of letters, color of letters and how the text was organized. They predicted the chapter content and noted on the concept map what was known and unknown, revising the concept map as they proceeded to read the chapter.



ELECTRONIC SYSTEMS

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Focus on Region 1

Decatur Adventist Junior Academy

At Decatur Adventist Junior Academy (DAJA) in Stone Mountain, GA, Ms. Williams, and several of our students learning how to sew! The class is called F.A.C.T (Fabric Art Creative Treasure) and is offered to students from 2nd grade to 8th grade after school each Tuesday. This is a six week class where students will use sewing machines and a learned hand stitched technic. Each student will leave the class with a

completed project.

Additionally, DAJA opened the year with 101 students, making it SACs largest elementary school. We are so thankful for the team spirit of the faculty and staff led by their new vivacious principal, Jasmine Johnson.



Berean Christian Jr. Academy

At Berean Christian Jr. Academy (BCJA) in Atlanta, GA, the students participated in a Fit for Life Activity. After a week of CBM baselining, the teachers and students climbed Stone Mountain.

BCJA opened the school year with 75 students, making it the second largest elementary school in SAC.



Lithonia Adventist Academy

At Lithonia Adventist Academy (LAA) in Stonecrest, GA, school started with a roar. Literally. The school delayed its start due to roaring water pouring through the classrooms and offices. After a set back and rallying of the teachers and constituency, the school opened with 74 students. We are so thankful for the positive "Can Do" spirit of the teachers and their new principal, Karen Jones-Thomas.



ATLANTA ADVENTIST INTERNATIONAL SCHOOL

“CELEBRATING THE DIFFERENCES, BECOMING THE DIFFERENCE”

ENGLISH ESPAÑOL



At Atlanta Adventist International School (AAIS) in Jonesborough, GA, the school year has started off with 21 students. Additionally, the school is looking forward to the construction of their new school facility, which will be opened by next school year.



GREATER Atlanta Adventist Academy

GAAA opened the school year with 86 students. The teachers have been given access to roaming robots that can help them reach students who are out ill or act as the remote “face” of students who are at a distance.

