

UPCOMING EVENTS

August 30
Baseline SOC and SGOs due

September 3
Labor Day—No School

September 4
School budgets due

September 6-7
Secondary Advisory Council

September 7
1st quarter mid-term reports go home

September 13
IA demographic spreadsheets due

September 13-16
Academy Leadership Retreat

September 15
School billing forms due

September 23-24
Preview Southern Academy Days

September 24
Leave reports due

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

October 4-8
Oakwood Live Academy Days

October 5
First quarter ends



KNOW YOUR WHY

Kim Gaiter, EdS—Vice President for Education

WELCOME BACK EVERYBODY! I JUST LOVE THE FIRST DAYS OF SCHOOL. There seems to be an excitement in the air that is electrifying for the students, teachers, parents, and community. After being recharged during the summer break and at the NAD Teachers Convention in Chicago, we are now off to an thrilling start in SAC. Enrollment is up conference-wide! Schools are looking fantastic...We have amazing new colleagues who have joined our team. New programs are being implemented.... "With God, all things are possible!" **Matthew 19:26**

As we begin the year, kindly consider taking the time to deeply reflect—Why you are part of the ministry of education? I was recently inspired by the August 2018 ASCD article on setting the tone for a new year, I think you will be also. Here's an excerpt:

"What brought you back to your classroom this year? What are you excited about? As educators, we've had summer weeks to contemplate and dream what this year will be like. Maybe you've been adding to your Pinterest board or bookmarking Instagram posts that capture your vision. Then you show up to school and it is nonstop meetings rolling out new policies and procedures, with none of the classroom work time you were hoping for. Anxiety and frustration wake up from their summertime slumber and suddenly you're feeling overwhelmed before your students even show up. This moment is when you **pause, breathe, and remember your personal reasons for taking on the most important work there is. Write down why you teach and post it where you will regularly encounter this message.** Put your "why" on a sticky note on your computer or on a bulletin board in your classroom. Wherever you post it, embrace it and let it guide you when you feel like *all the other things* are taking over." Remember you have been called by God for this time! He can and will renew your strength! Pray always . . . AND KEEP PRESSING FORWARD!



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CELL PHONES & PERSONAL DEVICES – EMPLOYEES POLICY 2060

Employees' personal cell phones may not be used for accessing social media, texting, or making personal phone calls during student contact time in which instruction or supervision is occurring. The exception is a personal or school related emergency. Employees are prohibited from using cell phones and/or sending or reading text messages while operating a motor vehicle for work-related purposes.



FERPA

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a post-secondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). South Atlantic Conference schools will abide by FERPA regulations. This has been adopted as Policy 2090 of the Conference Education Code. Please refer to the SACOE website for the extended policy.

SCHOOL SAFETY: A SHARED RESPONSIBILITY



We believe the scriptural promise of God's protection found in Psalms 91:11. However, we must work in cooperation with heaven. In today's world student and staff safety comes first.

All school buildings must be locked and doors monitored at all times. Unless you are unloading items quickly into the building, do not prop open doors at recess or other times. Use your key. Be sure all visitors are signing in and you know who is in your building at all times. This means even the pastor, board members, parents, volunteers, or well meaning lay people.

The National Education Association lists key factors for school safety:

1. Have a sharp focus and stay connected to the community.
2. Orderly and predictable environments.
3. Social Curriculum—be intentional each day about our Bible focus and unique Adventist worldview.
4. Be proactive—positive, preventative and equitable discipline that is consistently applied.
5. Use the Conference MTSS-RTI approach to academics and discipline.
6. Intentionally model PBIS behaviors school-wide daily.
7. Have appropriate facilities and surroundings.

Keep alert, for Satan is on the prowl for he knows his days are numbered.

Professional Dress Code Policy 2270

Employees of the Conference must maintain at all times an appearance which is consistent with the highest Christian principles and professional standards of modesty and simplicity. The image projected to the public, students, and fellow employees must be consistent with the mission and philosophy of the Conference. Therefore, only tailored business attire, as outlined below, is permitted during working hours. Business casual attire is permitted on Fridays only. Employees who are not in policy compliance will be sent home to change. Employees will not be paid, but may use vacation leave, for the period of time out.

Clothing: Tailored business wear for women includes: skirted/pants suits, dresses, skirts and blouses with coordinating jackets, tailored slacks with coordinating dress blouses.

Menswear includes business suits, slacks (khaki slacks are acceptable) or corduroys with dress shirts and ties, or banded-collar shirts.

Employees may wear dress sweaters during the fall and winter months. For safety reasons, shoes should not be open toed, and in good taste in keeping with the attire and the functionality of being on your feet most of the work day.

National Attire: Employees may wear the national attire of their home countries if it is modest and non-controversial.

Religious Accommodation: If you desire an exception to a Conference appearance expectation as a reasonable accommodation based on religious preference, please contact Human Resources.

Uniforms: Local school boards may adopt a policy in which teachers come dressed in the school uniform.

Leisure-Type Apparel: The wearing of leisure-type apparel is not permitted during working hours. Examples are: jeans, denims, shorts, T-shirts, open-necked sports shirts, sweat suits, Capri's, leggings, spandex, halter tops, mini-skirts, dresses/skirts with extended slits, recreational-type footwear (unless medically required), etc. An exception to this is a school field trip where the attire requires leisure-type apparel.

Friday Business Casual Wear: Employees are permitted a more casual attire on Fridays which includes jeans, open-necked sport shirts, and Capri's.

Grooming: Good taste indicates that haircuts, hairstyles and personal grooming be neat, clean and non-controversial. Grooming and style should also be practical so as to enable duties to be performed without embarrassment, inconvenience, or threat to safety.



South Atlantic Conference of Seventh-day Adventists
Office of Education

the Literacy Project



Benchmarks made easy for MTSS

Using data to drive instructional decision-making in the classroom

This first CBM assessment window has come and gone. You have probably finished grading your baseline assessments, and are finishing your SOCs and SGOs.

Some may be asking questions such as, why the change? Why the disruption to my normal routine? Why assess when I need to get into the curriculum?

Why the change? SACOE recognizes that in order for us to move our students forward systemically we need to be more intentional about our system-wide focus and tracking the data. Curriculum-based Measurement Assessments (CBMs) are a diagnostic testing procedure used by many school districts nation-wide. As a kindergarten through grade eight assessment, it should be designed by the local school, district, or Conference to measure students' perceived and actual classroom growth against the standards used. In the era of 21st Century accountability, Reading First and Reading Next have defined the core curriculum as having one central polarizing theme: Literacy. Frankly speaking, we need to keep up with the trends and best practices in our industry.

Why the disruption to my normal routine? Assessment has been around since the dawn of time. It was used by God in the Garden of Eden and later by famous educators such as Aristotle. Assessment was employed by King Philip of Greece to teach young Prince Alexander the lessons of logical thinking and reasoning skills which would one day help him dominate the world and become known as Alexander the Great. Assessment can come in many forms: oral, written, project-based, tests of strength and endurance, courage, perseverance, or even self-control. No matter the form, assessment has

but one goal: meeting the standards – at the beginning of the year the goal is to determine how the pupil learns and what the pupil knows/needs to know; in the middle of the year the goal changes to how much has the pupil progressed in understanding the standards that are being explicitly taught; and at the end-of-the-year the goal arrives at its final outcome of determining whether or not the pupil has mastered the standards.

Why assess when I need to get into the curriculum? As a classroom facilitator of learning, experience, and instruction what is driving your instruction? If it is not data, then what is it? How will you know exactly where to begin? Are you simply planning to start on page 1 of the text and move to end of the book and stop? Is that what your current students really need?

In order for us to successfully maximize the model of rigor and relevance we must not solely focus on rigor—a topic completely unto its self—we must focus on being relevant. The Adventist model content standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them achieve and succeed through rigor and relevance. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success providing them the ability to obtain college and career readiness.

With Adventist students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy, and our students will be rightly trained for service in this life and the life to come. Building on the excellent foundation of standards, the Adventist model content standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every SAC school. The SACOE strategic planning is simple and actionable with your help.



School Growth Assessment

At the beginning of each school year we challenge each board member and educator to be responsible for growing your school all year long. According to Mzingo and Barron (2015), school growth is not a function of the administration alone. It requires all stakeholders to understand the process and develop the product. It's all about promoting the mission of Christian education. And then there is job security.

Enrollment is the temperature that measures the health of your school, and there are several factors that impact the health of your school. Now that enrollment will normalize after Labor Day, sit down with your colleagues and boards and do an *honest* health analysis of your school.

1. Were there any changes in the economy (employment, housing, etc.) in your community that affected school growth?
2. Did your school experience a strong sense of trust in the leadership of the school (board, principal, and/or teachers)?
3. Did your stakeholders show respect for all the teachers and the academic quality provided?
4. Did your stakeholders feel they had a relationship with the teachers, coaches, peers?
5. Was there a conflict in expectation vs the reality of the experience?
6. Did current or potential parents experience confusion in the identity or branding of the school or campus?
7. Did they school maintain consistent and high quality communication all year long?
8. Is there a perception of better quality options that are not your school?
9. Do all your staff and parent stakeholders have a commitment to the mission brand loyalty of the school and actively market?

We would like principals to report back the findings to SACOE at the end of September.