

UPCOMING EVENTS

January 1

New Year's Day—No School

January 2

Classes Resume

3rd Qrt./2nd Semester Begins

January 11

2nd Qrt. Report Cards Go Home

January 16-19

Academy Prayer Conference—
Camp Kulaqua, FL

January 21

Presidents' Day—No School

January 27—29

Principals' Council—Atlanta

January 31

Intent to Return Forms Due

February 4—8 Change

Mid-Year CBM Window Using
STARS 360 Online Assessment



CHRISTMAS GREETINGS FROM THE DESK OF KIM M. GAITER, VICE PRESIDENT FOR EDUCATION

Dear Fellow Laborers With Christ,



WAIT! Before you go your various ways for the holidays, I simply must sincerely thank each of you for the contribution that you make to the success of SAC schools.

I am very proud of our teachers, administrators, support staff, parents, community partners, and most importantly, our students. Our successes are the result of our collective determination and hard work. Ultimately, it is our reliance on "God with Us": leading, guiding, and protecting us each and every day that keeps us mission-focused.

Two thousand years ago, "Joy to the World, the Lord has come!" was said. During this Christmas season, may those words give you and your loved ones courage and consolation to press forward in Christ during these challenging times in earth's history.

Be sure to treasure and give the gift of your time with family and friends. May your holidays be filled with perfect peace as we eagerly await— with Blessed Hope— the Second Coming of our Lord and Savior Jesus Christ.

Have a safe and wonderful holiday season!



For unto us
a child is born,
..... HIS NAME SHALL BE CALLED
Wonderful Counsellor,
THE MIGHTY GOD
THE EVERLASTING FATHER,
The Prince of Peace.



Isaiah 9:6



www.saceducation.org

CLASSROOM MANAGEMENT

Professional Learning Standard 4 states, “The teacher has developed an organized, Christ-centered classroom that is physically, spiritually and emotionally safe, and uses Positive Behavior Intervention Systems.” PBIS is the South Atlantic Conference’s preferred choice for dealing with behavioral choices, and creating and consistently using your classroom discipline plan is essential for learning to effectively take place. This is true of early learning centers all the way to high school. Each child brings something to the classroom that is in common with everyone else—behavior expectations. However, the expectations they bring may not be the same ones you have in mind for your classroom.

General classroom rules are those that are always in place. They never deviate from activity to activity. Whether you are in your classroom, on the playground, in the cafeteria, or in an assembly, general classroom rules apply because they let students know what the basic behavioral expectations are at all times.

The following guideline will help you choose appropriate rules:

- ✧ Choose rules that are observable behaviors, not vague expectations. Observable behaviors could include raising your hand to speak, keeping your hands and feet to yourself, being in your seat when the bells rings, follow directions the first time they are given, etc. Vague rules may include being kind to others, no fooling around, no unnecessary talking, having a 12-inch voice, completing homework assignments, etc.

Here are some helpful general classroom rules for middle school and high school:

- ✧ Be in your seat when the bell rings.
- ✧ Bring all appropriate materials to class with you.
- ✧ Follow directions the first time.
- ✧ Keep your hands, feet and objects to yourself.
- ✧ Use Christ-like language.

- ✧ Do not leave the room without permission.

Consistency is the next invaluable component to effective classroom management. The more consistent you are, the less behavioral distractions you will deal with.

Having a visual tracking system in your classroom that helps students to monitor their behavior is critical. Whether you choose to use the color card system or some other medium to daily track behavior, we all need a reminder of how our choices are impacting our day.

It is critical that teachers consistently implement their behavior plan. As an example of consistency, think of the following:

- ✧ First infraction of any rule—verbal warning, student stays on **green** (good go).
- ✧ Second infraction of any rule—student moves their card to **yellow** (warning). In K–5 the child would take a break in time out.
- ✧ Third infraction of any rule—student moves their card to **red** (stop). In K-5 the child returns to time out. In 6 – 12 the student completes a reflection sheet.
- ✧ Fourth infraction of any rule—student moves their card to **orange** (danger). All students call home to explain their behavioral choices and are sent to a buddy teacher for 30-minutes to complete work and another reflection sheet.
- ✧ Fifth infraction of any rule—the student moves their card to **purple** (good-bye). The student is also sent to the office with the PBIS office referral form. The student will not return to class for the remainder of the day, and the principal will determine if the behavior warrants an in-house or home suspension.

Notice in the above the teacher never gives control immediately to the principal. The goal is to always retain your control as the authority in the classroom. Also, students may not move their cards back to green during the day. None of us reset the same day, though each day is fresh with no mistakes and should start with green. If you are teaching middle or high school and only see the student once or twice a week, their cards do not switch back to green the next time they return to class. This is because middle and high school teachers often do not have a child for more than an hour, unlike an elementary teacher who has the child all day long.



Good news is always welcomed. Make sending positive and encouraging notes home to the parents a routine. Whether via paper, phone call, email or text message, as you share good news with parents and guardians about their student you illicit their support for when you have to make the call about a behavioral concern.

Be sure to set a goal for yourself and track your goal. If you have 10 students and you want to make positive contact with the parents every week, than that means you have 10 contact opportunities that week. This makes 40 positive contacts a month. If that is too much, do what is reasonable for you to manage. One thing is certain, do not overlook the power of positive contact.

Positive, genuine recognition is the fourth part of your behavioral plan. Everyone, even you, like to be recognized. When used consistently you will encourage students to behave appropriately, increase student belief in self-efficacy, dramatically reduce negative behavioral incidents, create a climate that is emotionally safe, and creates an environment that develops trusting relationships.

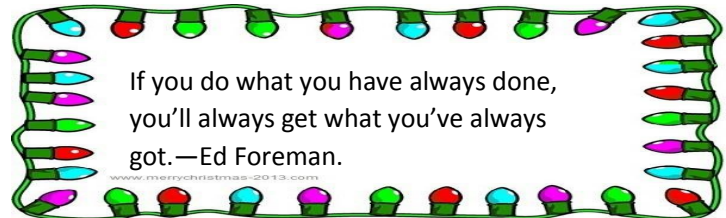
Some ideas for positive recognition include:


- ☞ Verbal praise.
- ☞ Special privileges.
- ☞ Certificates or rewards.
- ☞ Tangible rewards (jelly beans, lunch and movie with the teacher, classroom dollars to be used at the school store, etc.).

Develop your ideas about individual and collective (team and class) recognition (rewards). Be SMART (Specific, Measurable, Attainable, Realistic, and Timely). You may want to think about catching good behavior by giving a minimum of five compliments during a single instructional block. Students notice these things and will actively seek out your praise. Finally, post your Rewards and Positive Recognition. Only posting the general classroom rules and consequences is like focusing on trying to keep the ten commandment. The law only condemns, it does not give life. However, your


consistent praise and rewards will breath life and vitality into your classroom, and you will soon discover even your most challenging student desires to please you.

(Adapted from Lee Canter's *Assertive Discipline for Middle School Workbook*, 1992).





Adventist Education, Now More Than Ever



South Atlantic Conference of
Seventh-day Adventists
Office of Education

SACOE Main

ABOUT SACOE

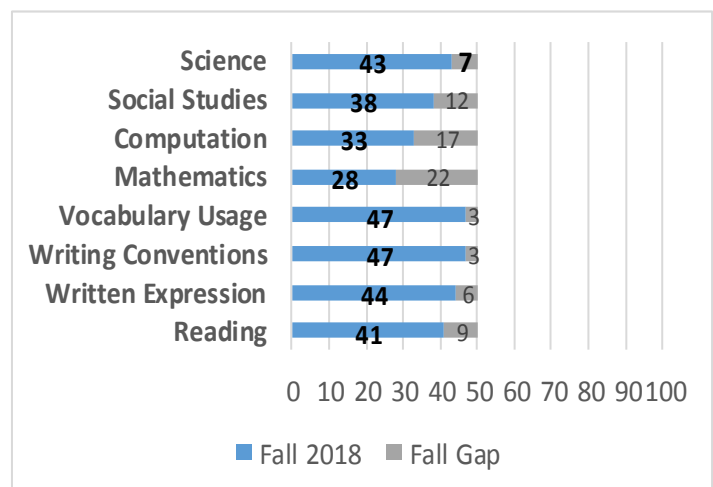
FAMILIES

EMPLOYEE PORTAL

SACOE Photos

The SACOE website has had a substantial overhaul done to the Employee Portal. Please check out the new changes. Additionally, if you struggled to access the materials for Writers' Workshop in grades 1-8, these materials are now available for you with no need to unzip. It's simple...click and print.

We hope that each time we refine the Office of Education website we are making it more user friendly and your repository of all things educational in South Atlantic.





The South Atlantic Conference is very please to welcome the following people to the educational teaching team of Ramah Junior Academy:

1. Dr. Louise Golden—Interim Principal.
2. Miss Debra Bowers—grades 1 & 2.
3. Mrs. Rose Grant—grades 3—5.



Evangelistic Service

As we move into the year of evangelism it is not hard to notice the signs of the times surrounding us. Our students truly need to be prepared to share Jesus today and even more ready to meet their Lord and Savior when He returns.

Ellen White wrote in the Ministry of Healing (pp. 143-144), "There is a need of coming close to the people by personal effort. If less time were given to sermonizing, and more time were spent in personal ministry, greater results would be seen. The poor are to be relieved, the sick cared for, the sorrowing and bereaved comforted, the ignorant instructed, the inexperienced counseled...Accompanied by the power of persuasion, the power of prayer, the power of the love of God, this work will not, cannot, be without fruit.

A service lifestyle is part of the divine expectation. It would be helpful to understand that when standing before our maker, instead of asking us to recite the eschatological timeline, God will ask, "What did you do about my children that needed help (Matthew 25:34-36)?" Please understand, the timeline is important, but it is not our paramount duty.

A service lifestyle will take you out of your comfort zone. It is more than just outreach. It is purposefully reaching out. Yes, even to those who make us uncomfortable, and to those who don't look, believe, speak, or act as we do. Our schools must become evangelistic zones. We must reach beyond the club members and go into the highways and by ways (Matthew 22 and Luke 14).

A service lifestyle will break down barriers. When borne from the love of God that flows through us, love truly will conquer all. Expressing God's loves breaks down preconceived ideas about church and more importantly God. When people are asked about the church they often think of two things: 1) being asked to give money, and 2) Hypocrites. Our service can change those perceptions.

As we begin to enter a new calendar year, and prepare for a new school year, what are you and your team intentionally doing to evangelize the students you have, and grow your schools into centers of evangelism? Adventist schools in South Atlantic Conference should have lines of parents wrapped around them hoping to be able to get into the school. Do not settle with 5, 10, 15, 20, 30, 50, 80 students. Grow! The kingdom of heaven is at hand, and we will be asked by the King, what we truly did in our portion of the vineyard.

(Taken from *Season of Service*, p. 15)



Love. Grow. Serve.



For those teachers who are teaching about communities this year in social studies, SACOE has included a city project on the employee portal under curriculum resources that would be a fantastic Makerspace activity to enhance the learning for your students while incorporating environmental science, city planning, and geometry. We hope you and your students enjoy this fantastic project. If you would like to see this project in action, check out the following video , [The City: How Communities Grow and Change Over Time](#).



School Culture: Customer Service & Engagement

The culture of a school is specifically characterized by their customer service and other observable behaviors and actions, coupled with the visible aspect of “things.” How teachers interact with students, parents, and community members is customer service. What learn, believe, and do defines the culture.

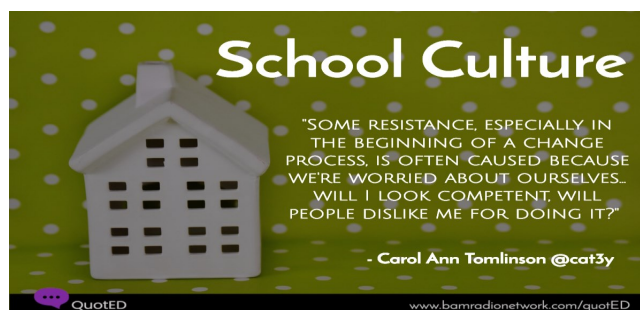
An engaging culture is inviting, exciting, empowering, safe, and comfortable to the customer. A school that lacks these things are viewed as cold, impersonal, unfeeling, overwhelming and even threatening to customers.

Here are some things that directly impact how your customers perceive you and your school:

- ◆ Your school’s website.
- ◆ Your school’s building appearance (inside and out).
- ◆ Classroom appearance.
- ◆ Teacher beliefs and attitudes about individual student

learning

- ◆ Administrative beliefs and attitudes.
- ◆ Administrative actions.
- ◆ Customers are treated with respect.
- ◆ Regular forms, structures, celebrations—a culture of history and ceremony.
- ◆ The Laws of the Grapevine are followed by everyone in the organization.
- ◆ The school promotes parents and community members activism in assessing and defining mastery of standards
- ◆ The school engages student customer activism by helping students engage the community.
- ◆ The school environment and classroom environment is welcoming, rigorous, and relevant.
- ◆ Diversity is valued and encouraged.



SACOE has developed a branding look for our school system and what school websites in SAC should look like. Several sister schools have taken the opportunity to use this new platform to re-imagine their online presence. Check out the following schools and their new SAC websites:

- ≈ [GFAA—Fayetteville](#)
- ≈ [LAA—Stonecrest](#)
- ≈ [RJA—Savannah](#)
- ≈ [EJA—Albany](#)
- ≈ [NDRAS—Pageland](#)
- ≈ [NBACA—Columbus](#)
- ≈ [BJA—Sumter](#)
- ≈ [MJA—Orangeburg](#)

