



**Learn**

**Teach**

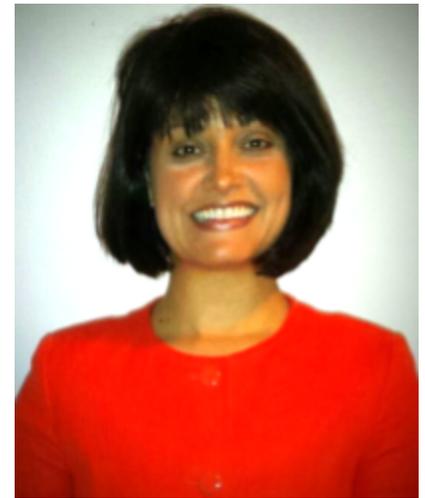


**Lead**

## **From The President** **Leadership and Governance**

Dear Colleagues,

It's an honor to serve SCASCD as the affiliate president for the upcoming school year. As a member of SCASCD and ASCD for over ten years, I'm proud to join so many educators in our state and nation who truly care about children and public education. Our membership includes a diverse group of educators committed to supporting the Whole Community, Whole School, Whole Child initiative so that all children can reach their fullest potential.



The mission of SCASCD is to provide leadership to the educational community to improve teaching and learning for all students. Our theme this year is Vision > Engagement > Action. Collectively, we have a strong voice and we can impact policy, improve student outcomes, and support education reform in our state. In fact, this year our organization was instrumental in having June recognized by the state legislature as Whole Child Month.

I'm excited about the year ahead and encourage you to register early for our upcoming Whole Child Conference, which will take place on October 18-19 in West Columbia. This two-day conference will showcase acclaimed speakers, Manny Scott and Dave Rendall, as well as provide break-out sessions focusing on the tenets of the Whole Child (Healthy, Safe, Engaged, Supported, Challenged).

In addition, Dr. Joanne Avery, Superintendent of Anderson School District 4, will provide a keynote message centered around preparedness after her experience with the Townville school shooting in Anderson in 2016. Consider bringing a school team to maximize the benefits of the Whole Child Conference!

As president, I also want to highlight the tremendous work of our educators in every district in our state. We need to do a better job of celebrating our successes and sharing our ideas and strategies that work in supporting our students and their learning. Please share your stories with us!

Thank you, and I look forward to an amazing year!

See you soon....  
Nicky Andrews  
SCASCD President

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James Ann Sheley

Dawn Smith

Kelli Taylor

Reggie Wicker

Cookie Winburn

Donna Hooks

Eric Levitt

## **2018 Whole Child Conference**

**When: October 18-19**

**Where: West Columbia, SC Brookland Baptist Church Conference Center**

**Time: 9:15 AM - 3:45 PM (Day One)  
9:00 AM - 2:45 PM (Day Two)**

**Featuring Keynote Speakers and  
Breakout Sessions**

**Thursday Morning - Manny Scott**



**Friday Morning - Dave Rendall**



**Friday Morning - Dr. Jennifer Avery**



**Register, Buy Tickets, Download  
Conference Program and more by going  
to [www.scascd.org](http://www.scascd.org)**

## Ride the River: Advice for Navigating Educational Change

Donna Hooks, Executive Director SCASCD

"You need to learn to just ride the river."

I was on break at a weeklong professional development training when the facilitator walked up behind me and said these words. I was a school administrator at the time and was talking (well, probably more like complaining) to a group of teachers about evacuation maps, duty stations, special area schedules, and the other million things that I still had to tackle before school started in a few weeks. The training had been informative and really inspirational but my mind kept wandering back to my "to do list" and my anxiety level was rising by the second.

"What do you mean?" I asked. "Ride the river?"

"Live in the moment!" she replied. "Don't worry about what's around the next bend. Enjoy where you are right now!"

I heard her words but I don't think I truly understood what she meant until the first time I went whitewater rafting a few years later. I am a bit of a "thrill seeker" and was excited to tackle the Gauley River in West Virginia in the fall when the dams were released and the rapids were at their highest and most challenging. I spent two amazing days experiencing the exhilaration, fear, and pure joy of paddling through class four and five rapids.



Before entering each rapid, the guide would tell us what was ahead, how to paddle, and what to do if we fell out of the raft. When we were in the rapid, he gave explicit directions on when and how to row. Everyone on the raft worked together as a team, and we celebrated as we successfully "conquered" each rapid.

I learned a great deal from "riding the river" that inspires me as an educator.

Stay in the moment. You can't worry about the next rapid or relive the rapid you just got through. You have to focus on the task at hand and do what is necessary to get through the current rapid.

Listen to the expert guide. He has ridden the river many times and has learned much. He knows when to row, when to stop, and where the pitfalls are located.

Work as a team. Everyone on the raft must "pull his weight" and work together to get through the rapid.

Don't panic if someone falls out of the raft. Help him back in and offer extra encouragement on the next rapid. He is probably a little scared and embarrassed and needs the support and advice of his team.

There will be obstacles, like giant rocks, along the way, and you will be uncomfortable at times - the water is icy cold! Just remember to keep your head above water, roll with the current, and keep paddling.

Enjoy the ride and have fun! Whitewater rafting is hard work and sometimes really scary but the rewards and joy it brings makes it worth the effort!

So, as you enter a new school year, I encourage you to "ride the river" and enjoy every moment!

## Guest Column - School Safety

Jennifer Massey: LISW-CP, Clinical Director, Counselor and Coach at Still Wind Ministries



It feels like we are scrambling in a reactive approach to protecting our most precious resource and our educational institutions from violence. The proactive response has yet to be discovered or implemented. There are too many schools and too many potential assailants to be able to effectively use a reactive approach. If we want to have safe schools, we have to get ahead of the problems that lead to violence. As a child and family therapist for 20 years I have a perspective shaped by treating the mental and emotional wounds of children and educators. Schools are not safe from violence or bullying because they are not educating the whole child or supporting educators' mental health. When schools teach the whole child and promote the whole health of educators, schools will be safer.

A reactive solution has been to add counselors and police officers to schools, but this will not prevent violence. Only a small percentage of the population is mentally ill. The majority of the population is mentally unhealthy. Moreover, not all criminals are mentally ill, although they may try to use it as a defense strategy. Violent criminals can be mentally ill or mentally unhealthy. Therefore increasing professionals to identify the potential assailant is like searching for a needle in a haystack. They will be able to identify the mentally ill and a few mentally unhealthy individuals, yet none of those may be violent criminals.

Another reactive solution is to increase security by locking people in, locking people out, and leaders carrying weapons. Locking people in or out will not impact the person who is driven to violence by their perspective of their life's circumstances. The problem does correlate to mental health, but it is not about finding the people who are threats because of their mental health. It is realizing that mental health is everyone's issue to learn, teach, pursue and promote in others.

Mental health means being able to adaptively respond to life's circumstances. Mental illness means having persistent and continuous difficulty adaptively responding to life's circumstances. Mental health is the issue, not just mental illness, because it is a public safety issue, in a similar way that cardiovascular health, not just heart disease, is a health care issue.

If we want schools to be safe, then we will adopt a mental health curriculum for children from K5 through college age. When we teach our children to be emotionally intelligent and resilient to life's circumstances instead of reacting to their threats and self-destructive behaviors we will see a decline in suicides and violence.

## Guest Column - School Safety (cont'd.)

Jennifer Massey

Second, when we insist that our children be surrounded by mentally and emotionally healthy adults, we will have safe schools. Our schools operate under pressure, performance-based and emotionally numb standards. If we valued educators as much as we value entertainers, they would receive exceptional pay, admiration for what they do and access to the best resources to do it. Yet this group is the most overworked and underpaid in our society. The children and adults in our schools are as much emotional, social, physical and spiritual as they are intellectual. It is a mistake to assume that smart children are healthy children.

To have safe schools, we need to commit to supporting educators and teach to the whole child; then schools will be safe nurturing places to grow up.

### ● **Whole Child Award Winners** ●

**Congratulations to our Whole Child winners! Check out some of the ways these schools are meeting the needs of the Whole Child.**

**Chapin Intermediate School** challenges students through an instructional program that prepares all students for continued success and inspires a passion for learning and serving. In order to meet the needs of all students, teachers participate in the “Data Teams 4 Learning” (DT4L) process. Data teams develop a standards-based common formative assessment (CFA), analyze students’ performance on the CFA, set goals and discuss differentiated strategies to address the specific needs of each targeted group. Teachers monitor the effectiveness throughout the cycle and meet to reflect at the end of the unit. The process includes frequent coaching through certified data team trainers. These methods have allowed students to experience tremendous academic growth.

**Lake Carolina Lower** offers a vast array of programs and activities to engage all students both during the regular school day and before and after school hours. Project based learning is incorporated with standards as students conduct outdoor garden box project and build communities. Immersion experiences are provided in all grade levels to bring content to life.

One classroom is set up throughout the year featuring Antarctica Exploration, Native American study, camping theme to teach standards in language arts and math, 101 Dalmations for the 101st day of school and a football field for math concepts and writing during Super Bowl week.

Lake Carolina engages families and the community in meaningful ways through in-house activities, field studies, evening family events, classroom projects and service learning projects.

Through intentional efforts to provide a variety of opportunities, LCE’s students are able to maximize their learning experiences through continual engagement.

## ● Whole Child Award Winners ●

The mission of **Irmo Elementary School** supports students by nurturing and preparing every child with the knowledge and problem-solving skills to succeed in an increasingly global community. By offering rigorous, diverse instructional programs that are data-driven, they foster superior achievement, responsible citizenship and a foundation for lifelong learning. Pre-kindergarteners participate in developmentally appropriate, structured learning activities in all subject areas and related arts. Advanced learners in kindergarten through 2nd grade participate in a book club and WIN (What I Need) time one hour a day to support students using an inquiry approach to instruction and learning. The I AM Gold Leadership program teaches and builds habits that allow students to become more independent and confident. The Reading All-Star's Program provides several new books for each student to take home and read over the summer, and community partners provide tutoring, mentoring and snacks to further support students. Irmo Elementary prides themselves in being a family where acceptance, love and support are felt by all who enter their building.



## Why the Whole Child?

Josh Patterson, PhD SCASD Immediate Past President



A couple years ago, in an effort to remain connected to my alma mater, I served as a liaison for the university's admissions office. In this role, I meet with prospective students who willingly choose to be interviewed by local graduates. The purpose of these meetings was to determine whether a potential student was an appropriate fit for the school. Common trends emerged from my discussions that provided me with a strong sense of urgency for my work as an instructional leader.

As I talked to these high school seniors, I sought to find the answers to the following questions: Is the student well-rounded and poised to interact in various circles?

Does the student possess strong interpersonal skills?

Does the student have a sense of social responsibility of the world around them?

Is the student humble and receptive to feedback?

Does the student have a positive disposition and a willingness to persevere in spite of possible setback or failure?

As an elementary and middle school principal, how do I best prepare my students—who are four to twelve years from high school graduation—to be socially responsible problem solvers who will make a positive contribution to their world? Curriculum standards alone are not sufficient in preparing students for tomorrow's world. Students need meaningful, challenging, engaging opportunities to create, construct, and communicate their learning.

Meanwhile, across our state...

58% of students received lunch at a free or reduced price.

53% of young children (ages 3 & 4) are not in school.

17% of high school students did not graduate on time.

62% of adults have reported one ACE (Adverse Childhood Experience) as a child.

30% of patients served by the South Carolina Dept. of Mental Health are children.

How can schools and school leaders meet our students' needs while successfully preparing students for life beyond high school? Now more than ever, schools and communities must strive to support the whole child. Implementing a whole child approach to education and ensuring that every child is safe, healthy, supported, engaged, and challenged must be more than rhetoric.

Research and common sense support the advancement of students' social, emotional, and academic development. Thus, bringing the vision of Whole Child into reality requires each of us.

## Why the Whole Child? (cont'd)

Josh Patterson, PhD SCASD Immediate Past President

"When students' basic physiological and psychological needs (safety, belonging, autonomy, and competence) are satisfied, they are more likely to, become engaged in school; act in accord with school goals and values; develop social skills and understanding; contribute to the school and community; achieve academically." (ASCD, The Learning Compact Redefined, pg. 12)

For far too long, our schools have been deemed successful by public opinion of high-stakes testing, school-ranking, and a one-size-fits all approach. SCASCD seeks to move this needle towards a whole child approach that addresses each student's physical, social-emotional, and cognitive well-being. Advancing the whole child requires a supportive network of stakeholders who seek to provide meaningful, intentional opportunities that will ultimately ensure the success of every child.

To further this important conversation, we invite you to our first annual South Carolina ASCD Whole Child Conference this fall. For our students success in tomorrow's world, this important work requires the attention of ALL of us today.

Josh Patterson, PhD is the principal of Sterling School, a K-8 grade school, in Greenville County. He is a graduate of Furman University and the University of South Carolina, a Class of 2014 ASCD Emerging Leader, and immediate past-president of South Carolina ASCD. Connect with Patterson on Twitter @ACE\_Patterson.

### References:

- 1 Food Service Solutions; A Majority of South Carolina Students Receive Free Lunch (2015).
- 2 The Annie E. Casey Foundation; 2018 Kids Count Profile (2018).
- 3 The Annie E. Casey Foundation; 2018 Kids Count Profile (2018).
- 4 Children's Trust of South Carolina; Adverse Childhood Experiences (2017).
- 5 Public Mental Health in South Carolina; SC Dept of Mental Health (2017).

# 2018-2019 SCASCD Emerging Leaders



## **(Row 1 Left to right)**

**LaQuana Aldridge - Midway Elementary School**  
**Adam Babcock - Spartanburg High School**  
**Shalonda Blakeney - Bethel Elementary School**  
**Crystal Chappell - Monaview Elementary School**  
**Lesley Corner - Camden High School**  
**Angela Cox - Greenville County Schools Alternative Program**

## **(Row 2)**

**Jordan Hudson - Bowen's Corner Elementary**  
**Pamela Inabinett - Discovery Education**  
**Jenna Key - Slater-Marietta Elementary School**  
**Andrew McMillan - Chapman High School**  
**Hamilton Parks - Mauldin Elementary School**  
**Jamie Powell - White Knoll High School**

## **(Row 3)**

**Shayla Read - Greenville County Schools**  
**Fran Rogers - Greenville County Schools**  
**Marcia Seawright - Heyward Gibbes Middle School**  
**Matt Schilit - North Middle/High School**  
**Allison Stribble - Boundary Street Elementary School**  
**Jenny Van Buren - Powdersville High School**