



Dear Parent,
Please be informed that Fall Break will start on Thursday, October 18th, 3:00 pm. School resumes on Monday, October 29th.



**CHARACTER BUILDING THOROUGH PROBLEM SOLVING AT KAS
 (TAG INITIATIVE)**

Superintendent's Message

Parent Seminar

On Thursday morning November 15, the next Parent Seminar will take place in the Library at 8:30 am. The seminar topic will be Counseling at KAS and New Safeguarding initiatives. Our counselors, Ms. Nicole Stacey and Mr. Don Tingley will be presenting to parents. Be sure not to miss this informative meeting.

Accreditation Visit

I want to thank the KAS staff for their great work in meeting with the CIS/MSA visiting accreditation last week. The meetings were positive and will lead to both commendations for areas we excel and recommendations for areas needing improvement.

Change of Board Meeting Dates pm.

The next KAS School Board meeting will take place on November 6, 2018

The December School Board meeting will take place on December 9, 2018

Both meetings will start at 6 pm in the KAS conference room.

Return to KAS

I am very pleased and happy that I will be back at KAS by the end of this month. It has been a challenging ordeal, but I have had excellent care and expect to be fully healthy and energized to be back working with all in our community. I want to thank Susan and the staff for their care and leadership while I have been away. I appreciate all the prayers and well wishes sent to me during my absence.

Steve Alexander
KAS Superintendent

Letter from the Middle & High School Principal

Dear Parents, Students and Friends,

I can't believe that we are now at the end of the first quarter of the school year. Soon some of our students will be receiving progress reports. We will let you know when those reports are available on Classe365. Parent Teacher Conferences will be held on November 7, 2018.

We are so proud of the way in which our community prepared for the Accreditation Team visit.

It was a great success and demonstrated all the hard work that our teachers and students put in on a daily basis.

Whether you are traveling or staying here - remember to take a break, do something fun and rest up for the rest of the semester! You are halfway through the first semester - way to go!

Be safe! Have a great break!

Susan Boutros
Middle & High School Principal

MS Exploratory Showcase



21st Century Schools & The PLC at Work

The PLC (Professional Learning Communities) at Work process has transformed schools and districts throughout North America, and is beginning to take root worldwide to meet the demands of teaching students in the 21st century. The next step, college admission, for most of our students has changed.

"The key to admissions at your top choice school isn't perfect grades and test scores and a million time-intensive extra-curricular. Rather, the key is to communicate your passions and your ability to impact others in your own way, the way that no one else can. Now THAT is what college admissions officers are looking for."

-- Educational Pathfinder: Transforming the way we prepare students for college – and LIFE

Professional Learning Communities consist of organized professional groups within the school who meet regularly to focus on three big ideas:

1. Ensure high levels of learning for all students - Not More Knowledge, but Deeper Understandings.

"The goal is not only to master content knowledge; it is to master the learning process. Learning to learn requires that students begin to define their own learning goals and success criteria; monitor their own learning; critically examine their own work; incorporate feedback from peers, teachers, parents... and use all of this to deepen their awareness of how they function in the learning process."

—Michael Fullan

At KAS, opportunities for more personalized learning and ownership by shifting the learning to students is approached throughout the year. Student Passion Projects in Advisory classes and project-based learning opportunities in all academic areas are implemented.

2. Create a culture of collaboration • Focus on results

"Synergize is the habit of creative cooperation. Together, we can produce far better results than we could individually. It is the idea that the whole

is greater than the sum of the parts. One plus one equals three, or six, or sixty—you name it.

—Covey, The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change (1989)

We began the process of organizing our own PLC's, scheduling time for teacher collaboration on nine Thursday afternoons this year to address four critical questions.

3. Develop School-wide Systems for Support and Strategies for both intervention and acceleration. Response to Intervention (RTI) is a multitier approach for early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

Our Student Services Department oversees the work of eight full-time teaching assistants for Learning Support in all academic core subjects. Writing labs offer more personalized instruction. Advanced Placement courses are offered in many subject areas. Flex time is built into our school schedule with Block 4 periods providing opportunities for D.E.A.R. Reading and the Hear the Heard program emphasizing student interest in Passion and work on Service Projects. Homework Help provides opportunities for students to get feedback and support from their teachers after school. Study Halls are provided for seniors.

After attending a professional development conference on PLCs in Ethiopia this past weekend, it is clear to see how many new and recent initiatives in teaching and learning at KAS purposefully embrace a number of the components of a 21st Century School. Collaborative time provided in the future will allow our own PLC's to focus more on the questions that drive schools to move forward in their practice.

1. What do we want our students to learn?
2. How will we know they have learned it?
3. What will we do if they have not learned it?
4. How will we provide extended learning opportunities for students who have mastered the content?

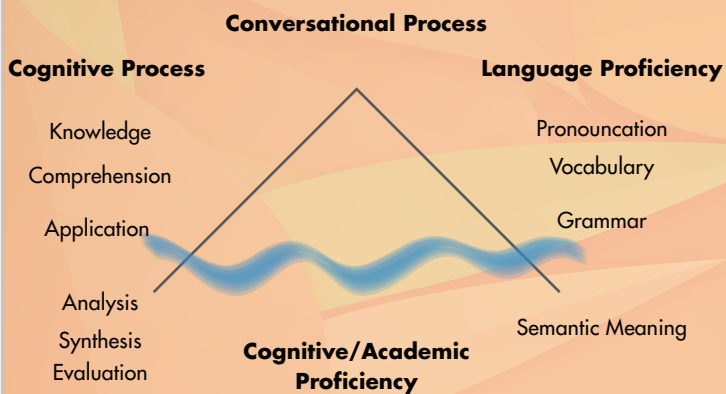
Charlene Joyce
Student Support Services

The limits of my language mean the limits of my world.

Wittgenstein, 1889-1951

In an attempt to know our English language learners (ELLs), teachers and parents need to understand an essential language learning theory of Professor J. Cummins that describes the difference between Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Cummins' metaphor of an iceberg illustrates the 'above the surface' language (Basic Interpersonal Communication Skills -- BICS) and the vastness of the underlying proficiency 'below the surface' that is referred to as Cognitive Academic Language Proficiency -- CALP.



According to Cummins, BICS are language skills that ELLs need in social situations such as day-to-day social interaction with other people. ELLs basically employ BIC skills when they are on the playground, during meals, at parties, playing sports and talking on the telephone. These social contexts are not very demanding cognitively and the language required is not specialized. Conversational fluency is often attained after two years of introduction to the new language.

However, before BICS is fully developed newly arrived students will go through a "silent period" which is an interval of time during which they are unable or unwilling to communicate orally in the new language. From experience, this period may last from a few days to a six months depending on a variety of factors. Eventually students break their "silent period" and they will start to communicate and their BICS will develop.

On the other hand, CALP refers to formal academic learning, which includes listening, speaking, reading, and writing about core subject areas and content. This level of language learning is essential for ELLs to succeed in school. Students need time and support to become proficient in academic areas that isn't just about the understanding of content area vocabulary but includes skills such as comparing, classifying, synthesizing, evaluating, and inferring.

| Social English | Academic English |
|-----------------------|---|
| I like this book more | This story is more exciting than the first one we read. |
| It worked. | Our experiment was successful |
| Social English | The soldiers received the medal because of their courage. |

Cummins argued that BICS could be acquired rapidly, but that the CALP takes much longer.

Recommendation:

To improve BICS, ELLs can do the following activities:

- Asking and giving directions
- Answering calls
- Thanking others
- Introducing someone
- Listening to audio tapes

To improve CALP, ELLs can do some activities that include:

- Writing stories
- writing book reviews
- Discussing what you have read
- Collecting words
- Conducting debates
- Selecting role-plays
- Presenting thematic view points

Salma Saeed
EAL Teacher

Saying of the Week

When an idea is **Pie In The Sky** it is thought to be a good idea but unlikely to amount to a successful conclusion, especially for the person suggesting the plan. The original use of the phrase was, in fact, quite cynical. It comes from a trade union parody often used during the years of the Great Depression early in the 20th century. The song, entitled 'The Sweet By And By', goes like this: 'You will eat, bye and bye / In that glorious land above the sky / work and play, live on hay / You'll get pie in the sky when you die.' And through that popular movement the phrase passed over into wider use.

Minette van der Bijl
High School English Department