



Vol SUMMER No. 2 AUGUST 1, 2019

Dear Parents,

Welcome to AUGUST! Are you ready? I bet you are and the students... maybe not quite so ready.

I want to update you all on some breaking news and a few important things to consider when you are setting your clocks for the new year.

August 19 will come bright and early. School will start at 8:15 and it will be an exciting first week of school.

We will have our first parent meeting on August 22 at 7:00 pm. This meeting is mandatory for all our families. At least one of the parents, if not all of the family is expected to attend this meeting. ALL of our programs this year will start at 7:00 pm.

EVERY program!

I sent the first copy of the calendar to you and at the first meeting we will go over all the events coming in the year and I will be able to answer any question you might have at the beginning of the year.

Friday the 23, we have our annual family beach day where we all go to the Carpinteria Beach for a wonderful day of sun and meeting all our families in a relaxed environment.

The Echo will be featuring a new level of parent news I am calling Article One. You can find our first edition on page 2 and 3. I will feature a newly published article that I found to share. I hope you take a moment to read it.

The Friday Chapel programs this year will be focusing on the Sermon on the Mount, we call them the Beatitudes. I am always looking for great speakers to come in and have a chance to have some time with our students. You can find each month's topic. If you would like to come on Fridays to join us, PLEASE DO!!

If you any questions on the school dress code shirt purchase I wrote about in the last letter, please call me as soon as possible.

In Deepest Gratitude,

Stephen Stokes  
Principal



# ARTICLE ONE

James Heckman is an economist and a 2000 Nobel Peace Prize Winner from the University of Chicago. He evaluated the GED (General Education Development) Program results after five decades and recorded his findings. He noticed that many young adults who earned their GED were quitting or underperforming later in life, in careers, health, marriage and family, crime, etc. The “quitter” button remained inside of them. In other words, many who dropped out of high school also tended to drop out of other commitments in their lives as well.

He confirmed that the problem wasn't always intelligence. In fact, in most cases, the GED students were as smart as those who earned the traditional high school diploma. Something else was going on.

James Heckman was directed to the “Perry Preschool Project” which took place between 1962-67. The project tracked two groups of pre-school aged children—a control group and an intervention group. Under David Weikart's leadership, the goal of the Perry Preschool Project was to raise the I.Q.s of disadvantaged children so they could break the cycle of poverty and succeed in their career, health and family. Within a few years, the researchers discovered that their work was not raising the kids' I.Q.s and they stopped the project.

What they later discovered, however, made all the difference in the world.

Creator David Weikart and his team later reported the study had, indeed, made a difference in those kids as adults. Just not in the way they predicted. When the study became a longitudinal study, they found out how much they'd influenced the kids. The children in the Perry Preschool Project (intervention group) later turned out to be highly successful in life. Better jobs. Longer careers. Stronger health. Better marriages and families. In short, the very elements you'd want as a result of school.

Just not a higher IQ.

The Project teachers created experiences and conversations designed to raise IQ in disadvantaged kids, and soon discovered that IQ doesn't change much even in older children. Between the ages of 10-12, a person's IQ is generally set. But personality traits continue to grow and can improve. In short, while IQ didn't change much in the children, their EQ did—their Emotional Quotient. Students developed their emotional intelligence—self-awareness, self-management, social awareness and relationship management. The types of traits that make all the difference as adults.

James Heckman decided to locate those Perry Preschool teachers and find out what they had done to foster such success in the children later in life. “What sort of things did you do with and for those children?” he inquired.

Their response was simple but profound. They replied:

“We did for these children what we would do for our own.”

They embraced their fundamental role as caring adults. They acted like parents. And they offered Social and Emotional Learning to those young children:

Warmth.

Encouragement.

Love.

Support.

Belief.

Discipline.

Expectation.

Our USA school systems try to become factories to crank out academically sound graduates in America.

Why is this not working?

This study shows that reinstating the relational elements make learning and maturation genuinely happen.

The response I continue to hear parents and students is how much they desire authentic relationships with their teachers. Warmth. Support. Love. Encouragement. You, our parents, desire a school that supports the moral upbringing that you instill at home. I can tell you that each teacher here has that as an authentic goal for each student.

Plans to create an environment where our students find a safe harbor from this world.

A room where Christ is our guiding light and our steadfast center.

A relationship with Jesus is the reason why each teacher is in our school.

That relationship will bring your child Warmth. Encouragement. Love. Support. Belief. Discipline. Expectation.

He is our emotional anchor. His Spirit is what stabilizes this school.

Thank you for allowing us to teach and train your greatest treasure. I believe that 2019—2020 will be an amazing year.



GOD  
is  
faithful

