**Welcome to New Faculty and Staff**

Paideia welcomes several new faculty members and some familiar faces in new positions this school year.

**Darolyn McConnell** will be assistant teacher with **Luke Stone** in their lower elementary class. Darolyn has taught at several schools in the metro Atlanta area and most recently at Wesley International Academy where she was Teacher of the Year 2009-2010 and 2014-2015. Darolyn is a graduate of Western Michigan University and the University of Georgia.

**Britt Dunn ’96** returns to Paideia to join lead teacher **Alessandra Ribeiro** as an assistant in their class for eight- and nine-year-olds. Britt previously worked as an aide in the morning half day for many years. Most recently he has been working in film and video production. Britt has a B.A. from New College of Florida and an M.A. from Georgia State University.

**Françoise Saint-Clair** will be a co-lead teacher with **Elisa Herrera** in the upper elementary. Francoise comes to Paideia after teaching and working in administration many years at the School at Columbia University. She is a graduate of New York University and the Bank Street College of Education, where she earned her master’s degree.

**Derek Harrington** will teach math in the junior high and also will be the varsity boys’ soccer coach. He most recently taught at Virginia Episcopal School in Lynchburg, Va. He has a M.Ed. from University of South Florida and a B.Ed. from Bedford College of Higher Education, England and a BTech from Tottenham College of Technology, England.

In the high school, **Drew Kise** is joining the science department where he will teach chemistry. Drew formerly taught at Woodward Academy. He is a graduate of the University of Pittsburgh and Emory University where he earned his doctorate in chemistry.

**Erik Wade** will teach social studies in the high school. He formerly taught at Phillips Exeter Academy in New Hampshire and most recently was a visiting teacher at Paideia.

*continued on page 6*

---

**Annual Fund News**  
Liz Nesbit, Annual Giving Coordinator

With an outpouring of support from donors and a lot of hard work from our team of volunteers led by **Allegre Lawrence-Hardy and Tim Hardy**, we have once again exceeded our Annual Fund goal, raising more than **$1.4 million** with an overwhelming number of current families participating. I would also like to acknowledge the faculty and staff for its support, led by **David Millians ’84, Susan and Terrell Weitman and Amy Durrell and Russell Currey** were in charge of the alumni parent effort, **Katelyn Wiltsee Grakal ’98** spearheaded the Alumni Fund, and **Suzy and Bob Durkis** led the grandparent drive. These constituencies contributed over $550,000 to the total.

The growing support for our Annual Fund is testament to the generosity of an engaged community. The annual donor report will be out in August with more details about how these gifts, and others, go to work for Paideia. In the meantime, thank you for again making Paideia a philanthropic priority.
Innovation Sparks New Teaching Ideas

By Amy Valk, Innovative Teaching Specialist

“Innovation” may be considered one of the current buzzwords in education. However, innovation at Paideia is not new. We are a school that has evolved and adapted over the years, regularly incorporating new teaching methods and learning strategies to deepen learning and engage students. Driven by new technologies, the rate at which education has transformed seems to have accelerated over the last decade. Innovation is now part of our school culture, moving us forward while we still hold on to the values and traditions that are deeply rooted in our community.

Innovative schools use technology the right way - as an integral tool, similar to a pencil or ruler. Students intuitively take notes in Notability, share them in Google Drive, and get feedback from teachers in Schoology or Google Classroom. TeachDrive, and get feedback from teachers in notes in Notability, share them in Google Drive, and get feedback from teachers in Schoology or Google Classroom. Teachers are now able to Facetime with authors and experts. Jim Veal’s high school short term class spoke with the assistant artistic director of The Simpsons, and Diana Lockwood’s elementary students interviewed an astronaut without leaving the classroom. Laser cutting and 3D printing are able to add new layers to projects that weren’t possible a few years ago, including creating a representation of a novel’s setting in Wilson York’s junior high lit class.

Innovation goes beyond technology, however. New teaching strategies, including project based learning (PBL), cross-curricular studies, and design thinking, are cultivating a broader set of skills and dispositions beyond core content knowledge. Following an in-house training by the Buck Institute for Education, teachers developed PBL units on topics such as sustainability, Shakespeare, and oceanography. The epidemiology course in the high school, taught by Gregory Mancini and Lindsay Reid, is an example of the use of cross-curricular studies and projects to deepen learning. The class explores the impact of disease on human history, ranging from the bubonic plague and the “Black Death” in the 14th century to the global AIDS crisis of the past few decades. Rather than gaining knowledge in independent subjects, interdisciplinary studies enable students to achieve critical collaborative and thinking skills. Design thinking has also gained momentum as a classroom tool for developing collaboration, empathy, and problem solving. Design Thinking is a structured framework for identifying challenges, gathering information, brainstorming and testing potential solutions. Elly Bookman’s junior high students used design thinking to create newspapers for specific clients in order to learn about biases, while Brooke and Emily’s elementary class designed solutions for reducing paper usage at Paideia.

Using the latest research to inform practice is fundamental to innovative teaching. Over 20 of our faculty members have now attended the Center for Transformative Teaching and Learning Leadership Academy in Potomac, Maryland. Mind brain education research allows us to determine best practices for homework, evaluation and assessment, study skills, and more. Students in Jennifer Swift’s junior high class were taught how to use spacing, retrieval practice, and dual coding to maximize their learning. Knowing that students are most likely to remember what happens at the beginning and end of the class, Neda Varner restructured her elementary math class with the primacy-recency effect in mind. The art and science of learning (ASL) teacher discussion group meets regularly to share strategies for implementing these best practices in our classrooms.

Following a discussion on the influence of classroom design on learning, Joy Lewis-Mendez, who teaches foreign language in the high school, looked for areas where she could reduce visual distractions in her classroom.

Most importantly, Paideia is striving to establish an innovative mindset for our students. Posing questions to challenge student thinking can prompt students to develop deeper understanding. Teachers are incorporating thinking routines into their lesson plans in order to make learning more visible. Jonathan and Sanidia’s 5- and 6-year-old students may use a KWL (what we know, what we want to know, what we learned) for the same purpose. Teachers in Miranda Knowles’s high school AP biology students complete a name describe act routine: to support reflection, agency, and inquisition. The maker’s movement has been embraced at Paideia through interactive, open-ended experiences that allow for the time and space needed to develop diverse skills, knowledge, and new ways of thinking. Students in Kendall O’Connor’s History class participated in a making projects that required them to design and build monuments to represent a person or event from history out of a variety of found objects. When we give students these opportunities to tinker, create and innovate, they are not afraid to fail in order to move forward. New ideas and understandings are developed when students begin to ask questions about “why” and “what if.”

If you would like more information on innovation at Paideia or would like to share innovative ideas, please visit https://sites.google.com/paideiaschool.org/ileap or contact our ile@p (Innovative Learning Explorations @ Paideia) team: Lacey Andersen and Amy Valk.
Thoughts on the First Day of School

By Paul Bianchi

Here’s a bit of Paideia trivia: even though the school is in its 49th year, this is our 50th first day of school. We had two first days in 1971, one on September 8 for the children on the first floor of the 1509 building, a second one a week later for everyone else when the fire escape for the building was completed. No one fretted at the time about the long range educational impact of these missing days. Nor did anyone, except me, worry that I had overslept that first September opening day. It’s possible that no one even noticed. First days of school have a certain ritualistic quality that makes them more vivid than the days to follow. Hardly anyone, students or teachers, sleeps well the night before. More than a few have the classic ‘I-can’t-find-my-classroom’ dream, or the infinitely delayed carpool nightmare. Many parents report that their child is dressed and ready to leave an hour before departure time. Most students think about what they are going to wear well in advance. A large percentage of parents of the younger half of the school park far away to walk their offspring the final quarter mile or so. These parents have a ‘summer-is-over’ look of relief about them; perhaps the first-day walk is to make sure that summer is really over and the children are being lateralled off.

For many students the first day has a time warp. Younger children begin to ask about lunch sometime between 9:15 and 9:30 a.m.; they are yawning before lunch. High school kids seem disoriented by new schedules, new teachers, and new flight paths. Many are also suffering from having to wake up earlier than they have for the past 10 weeks.

How teachers greet their new students varies a lot by age group. The message from elementary teachers is that the year is going to be lots and lots of fun and everyone will have a wonderful time. This is Paideia and we’re going to learn great stuff, and make new friends, beginning right now. Relax. The first-day message in high school classes often includes a recitation of class rules, a description of the challenging syllabus, and admonitions to keep up with the work. It is common to mention that the work load is ramping up. The message: whatever you do, don’t relax. The junior high does a couple of days of orientation that has more of the elementary welcoming flavor than the ominous warnings of high school.

First days are exhausting for young and old alike. Because it takes a while to get into the rhythm of the school year, we never begin the calendar with a full five-day week. Teachers say that they could not endure a first week any longer than three days. Many of these are the same people who maintain that school teaching would not be possible without a full 10 weeks off the summer. I keep my mouth shut. It’s not be possible without a full 10 weeks off the summer. I keep my mouth shut. It’s impossible to win fights over biorhythms.

Like the football that Lucy yanked away from Charlie Brown, Robert never learned that the joys of his summer would end poorly. He once proposed as a compromise a graduated school calendar that had children coming 5 minutes a day for the first week and gradually building up by a few minutes every week to one entire school day in late January; just one, at which point they would decrease their time until late May when the school year would end with a series of five minute days. Another time Robert wrote extensively about the importance of children spending both quality time and quantity time with their parents, and that therefore we should re-define the role of Paideia teacher to be an occasional consultant. For example, parents could drop by two or three times a year to report on their child’s reading progress—like parent conferences, but less substantive.

The worst first day of school happened about 10 years ago when we received word that a tornado had, or might have, touched down in Piedmont Park and could be headed to Druid Hills. The usual pleasures of the first day were replaced by panic as people of all ages huddled below ground like wartime Londoners. Like the British, we endured. Children still asked about lunchtime as they emerged from their bunkers, the oldest students got their marching orders, and Robert’s hopes that for once no one had let the kids in were dashed when the all clear signal sounded. The permanence of our cultural ritual had survived: once more to school again. We are lucky to be here.
SEE Learning Curriculum Helps Students Develop Strong Ethical Sense and Compassion

By Tally Johnson, High School English Teacher and See Curriculum Coordinator

The Dalai Lama has called for a non-religious ethics curriculum to be offered for free to schools around the world. He introduced this idea in his 1999 *Ethics for the New Millennium* and again in his 2011 book *Beyond Religion: Ethics for a Whole World*. A team out of Emory University’s Center for Contemplative Science and Compassion-Based Ethics has worked extensively to create a cohesive framework and detailed set of lessons, called the Social, Emotional, and Ethical Learning (SEE Learning) curriculum (learn more at seelearning.emory.edu). Paideia teachers have long been successful at creating caring, nurturing classrooms and helping students develop a strong sense of an ethical self, and Paideia has been involved from the earliest days with the Emory-Tibet Partnership in helping shape and create this curriculum.

Paideia’s partnership with Emory began as results were coming in that a Cognitively-Based Compassion Training (CBCT) program was having a positive impact on college freshmen. Dr. Lobsang Tenzin Negi, creator of the Emory initiative, wanted to see how the program might be beneficial with children, and he enlisted Paideia’s help to find out. As the initiative out of Emory has grown over the last twelve years or so, our classrooms and helping students develop a strong sense of an ethical self, and Paideia has been involved from the earliest days with the Emory-Tibet Partnership in helping shape and create this curriculum.

In the Paideia junior high, Bonnie Sparling has been extensively involved in piloting lessons and providing feedback as the middle school curriculum has taken shape, and Olivia Pedersen and Tom Painting have collaborated on implementing lessons. Bonnie is introducing the SEE Learning curriculum and selected lessons to the junior high faculty as possibilities to incorporate this school year and is working to integrate the curriculum and its principals into the junior high. In the Paideia high school, Tally Johnson has been piloting lessons in her ninth grade English classes and in her upper level women’s literature class for the past several years. Tally coordinates the curriculum for Ethical Dialogue, a required short term class that all Paideia students take in their tenth grade year, and over the last two years, she has integrated SEE Learning into the ethics curriculum. She will continue to work with the Emory team as the high school version of the curriculum evolves and will continue to weave this framework into all aspects of her teaching.

As Paideia’s involvement and interest grew, Dr. Lobsang Tenzin Negi came to Paideia’s campus in the fall of 2016 and led a Cognitively-Based Compassion Training (CBCT) course specifically for interested Paideia faculty (learn more at compassion.emory.edu). We had a large turnout of faculty who regularly attended and completed this course. Penny Elements, Paideia parent and senior CBCT instructor, has led mindfulness and CBCT classes at Paideia for the past three years. The CBCT class for parents focuses on similar learning outcomes to those of the SEE Learning curriculum. It is an eight-week course that covers the research and science behind compassion training and delves into meditation practices and compassion work. She continues to offer these highly sought after and well-attended classes twice a year.

We are sharing this article as the arc of the first chapter of this work comes to a close. The culmination of much of this work and energy was the international launch of the SEE Learning curriculum in April 2019 in Delhi, India, presided over...
Stay Informed Through School Communications

**Weekly Memo**

Weekly Memo is the name of the electronic communications bulletin the school uses to inform parents about important meetings, deadlines, activities, events and announcements. Weekly Memo is posted every Thursday on the school’s website in the Parent Portal and contains a wealth of timely information for all levels of the school. Parents are notified by emails when it has been posted. The emails are sent to the address provided on your emergency contact form. Please contact the school webmaster at webmaster@paideiaschool.org if you need help accessing the parent portal.

**Parent Portal Section of Website**

The Parent Portal is accessed from the front page of our website (www.paideiaschool.org) by clicking on “Parents” in upper right corner and is password protected. In the portal parents will find:

- Online directories of parents, students, and faculty and staff
- School news and calendars (both can be customized)
- Weekly Memo, Paideia’s must-read weekly news/events bulletin
- Access to the Parent Sign Up Center – where parents can volunteer for school and class activities and sports events, sign up for parent conferences and more.
- Teacher pages
- Afterschool care and activities information

SEE Learning continued from page 4

by His Holiness the Dalai Lama. Kelly Richards and Tally Johnson attended the launch. Tally shared information from Paideia teachers’ experiences in the SEE Learning World Fair that took place during the launch festivities, open to the more than 1,000 attendees. From her retirement in Maine, Kelly has continued to consult with Emory and contribute to the creation of this work. Here on Paideia’s campus, teachers across every level of the school have continued to be involved, piloting lessons, sharing ideas, and being filmed with their classes. Some clips from Paideia classes were used for the SEE Learning promo video that was presented to the Dalai Lama and released in conjunction with the international launch and in the SEE 101 online orientation that is now available at seelearning.emory.edu.

As we move forward into the next chapter of this work, we will continue to work from a place of deep and strong commitment to these ideas that are at the heart of our own Framework of Values. The SEE Learning elementary school and middle school curricula are currently available online to the worldwide public, open to anyone who completes the free SEE 101 online orientation course (seelearning.emory.edu). The high school curriculum will be piloted by teachers internationally during the 2019-2020 school year and then also will be available worldwide. José Cordero and Tally Johnson will lead a teacher discussion group this year as a support for teachers interested in incorporating these lessons in their classrooms. As part of Paideia’s continued involvement, Tally traveled to India with the Emory team again this June to facilitate a SEE Learning workshop for the Piramal Foundation for Education Leadership, working with key personnel whose goal is to transform education in schools across India.

Paideia as a whole continues to hold true to the course we set out in our Framework of Values. The Dalai Lama’s initiative created through Emory University - the SEE Learning program - is a complement to everything we already do and helps us continue to extend our work and benefit our students in our classrooms every day. As we move into the next school year, teachers across every level of our school are involved in this important initiative.

**Paideia Community Read**

**Wednesday, August 28**

This year’s community read was Tara Westover’s memoir Educated. We hope you will join us the evening of Wednesday, August 28, 7:15 p.m., in the theater, for an event that brings our community together over a shared book and rich discussion. Paul Bianchi will be leading a conversation with members of our own community.

**Photographs of School Events Available Online**

Photographs of students and school events taken by the school photographer, Danny Lee, are available for purchase at his website at dannyleephotography.com. Links are on the school website www.paideiaschool.org in the Parent Portal and on the Arts and Athletics pages.

**Eat Lunch With Your Child 2019**

The Black Parent Organization’s annual Eat Lunch With Your Child is Tuesday, Sept. 17. Come have lunch with your child, greet old friends and meet new ones while catching up on over-the-summer news.

The BPO fundraiser for financial aid is one of the most popular all-school events and kicks off a stream of schoolwide family events. The menu includes hot dogs, (meat and vegetarian), chips, drinks and desserts. Lunch is served from 11:30 a.m. to 1 p.m.

Be sure to check with your child to find out what time his or her class has lunch so you can make date for this special event.
Paideia’s Financial Aid Tax Credit Program

Thank you to those who participated in the 2019 Financial Aid Tax Credit (FATC) Program. Through our collective effort, Paideia received over $640,000 from the FATC program! Georgia increased the total funds to this program, and we were able to receive twice as much as last year due to our parent participation (200 plus participants!). Taking the time to re-direct your tax dollars to Paideia exemplifies how we can have a big impact on our community when we come together. Thank you for your support of Paideia’s financial aid.

The application process for the 2020 tax year is now open. Please consider participating today! To learn more about the FATC, go to www.paideiaschool.org/support-paideia/financial-aid-taxcredit or contact the development office.

Grandparents and Special Friends’ Day: Save the Date

Save the Date for Grandparents and Special Friends’ Day on Friday, Oct. 4, 2019! Please forward this information along to your parents or special friend. A formal invitation (and details to RSVP) was sent this summer. If there has been a change in the contact information for your grandparents, please send the updated information to grandparents@paideiaschool.org. If you have questions, contact Judy Schwarz.

New Faculty and Staff

Katie Woolf ’99 will join the music department teaching in the choral program. She most recently taught at Pebblebrook High School in Cobb County at the Cobb County Center for Excellence in Performing Arts. In addition, she is the conductor of the Young Artists Chorus at Tanglewood Institute at Boston University. She has a bachelor’s degree from Furman University, a masters’ from Boston University and doctorate from the University of Missouri-Kansas City.

Terri Emery will be working in classrooms as a part-time assistant in the elementary school. Terri retired from the Gwinnett County School System after a long and distinguished teaching career. She attended Furman University and earned her master’s at Emory University.

Deven Greene is joining the elementary school as a counselor. Deven has worked extensively with adolescents and young adult individuals in counseling and inclusive learning. She has a B.A. from Emory and an M.A. from Argosy University.

Lowell Thompson is joining the art department and will continue to assist in elementary classrooms.

Brooke Marty is now the assistant elementary principal.

Neda Varner will coordinate staff development with particular focus on mind-brain education.

Kristi Budd is now a counselor in the high school.

Dara Simmons is joining the staff as assistant to the headmaster. Dara, a Paideia alumni parent, formerly worked at Cliff Valley School.

Tonya Bolden is joining the technology department as an instructional technology specialist.

Mary Ellen Doughty will teach part-time in the elementary music program. Mary Ellen taught music for many years at metro area schools in Gwinnett, DeKalb and Cobb counties. She has a B.S. from Shorter College of Music and a master’s from Georgia State University.

Two New Members Join Board of Trustees

Two parents have joined the Paideia board of trustees. They are Beth Barry and Ade Patton. Beth and her spouse Tim have two children attending Paideia, Carolina in junior high and Lucas in the high school. Their son Connor is an alum and a member of the Class of 2018. A community volunteer and activist, Beth co-chaired the 2019 Auction, which raises money for financial aid. Ade works in corporate finance. He and his spouse Jessica have three children at Paideia in the elementary, Campbell, Kenzie and Noah.
Paideia School

CALENDAR FOR 2019-2020

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>August 15</td>
<td>School Begins</td>
</tr>
<tr>
<td>Monday</td>
<td>September 2</td>
<td>No School, Labor Day</td>
</tr>
<tr>
<td>Monday</td>
<td>September 30</td>
<td>No School, Rosh Hashanah</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 9</td>
<td>No School, Yom Kippur</td>
</tr>
<tr>
<td>Thursday-Friday</td>
<td>October 17-18</td>
<td>No School, Fall Break</td>
</tr>
<tr>
<td>Wednesday</td>
<td>October 23</td>
<td>Half Day &amp; Elementary early dismissal</td>
</tr>
<tr>
<td>Friday</td>
<td>November 1</td>
<td>High School in session, Conference Day for Elementary &amp; Junior High only</td>
</tr>
<tr>
<td>Wednesday-Friday</td>
<td>November 27-29</td>
<td>No School, Thanksgiving Break</td>
</tr>
<tr>
<td>Thursday</td>
<td>December 19</td>
<td>After School, Holiday Break Begins</td>
</tr>
<tr>
<td>Monday</td>
<td>January 6</td>
<td>School Resumes</td>
</tr>
<tr>
<td>Monday</td>
<td>January 20</td>
<td>No School, M. L. King Jr., Day</td>
</tr>
<tr>
<td>Friday</td>
<td>January 31</td>
<td>No School, High School only</td>
</tr>
<tr>
<td>Monday</td>
<td>February 17</td>
<td>No School, Admissions Day</td>
</tr>
<tr>
<td>Thursday-Friday</td>
<td>Feb. 27-28</td>
<td>No School, Winter Break</td>
</tr>
<tr>
<td>Wednesday</td>
<td>March 18</td>
<td>No School, Teacher Workday</td>
</tr>
<tr>
<td>Monday-Friday</td>
<td>Apr. 6-10</td>
<td>No School, Spring Break</td>
</tr>
<tr>
<td>Monday</td>
<td>April 20</td>
<td>High School in session, Conference Day for Elementary &amp; Junior High only</td>
</tr>
<tr>
<td>Friday</td>
<td>May 8</td>
<td>No School, High School only</td>
</tr>
<tr>
<td>Monday</td>
<td>May 25</td>
<td>No School, Memorial Day</td>
</tr>
<tr>
<td>Tuesday</td>
<td>June 2</td>
<td>Last Day of School</td>
</tr>
</tbody>
</table>

HIGH SCHOOL TERMS

Long Term I Thursday, August 15 To Thursday, December 19
Short Term A Monday, January 6 To Thursday, January 30
Long Term II Monday, February 3 To Thursday, May 7
Short Term B Monday, May 11 To Tuesday, June 2
THE PAIDEIA SCHOOL is nonsectarian, serving families with children ages three through 18. Paideia does not discriminate in employment or in admissions. It actively seeks racial, cultural, and economic diversity in its student body. The ancient Greek word *Paideia* conveys the concept of a child’s total education: intellectual, artistic, and social. The Paideia School Newsletter is published 10 times a year. The deadline for the newsletter is the 1st of the preceding month. Send all correspondence to Jennifer Hill, Editor, at Paideia School, 1509 Ponce de Leon Avenue, Atlanta, GA 30307. Phone number is 404/377-3491, ext. 339; e-mail address is hill.jennifer@paideiaschool.org. For information about sports schedules and upcoming events visit our web site at www.paideiaschool.org