

HIGH SCHOOL PTA COFFEE

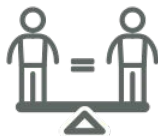
November 2021



Welcome



**CONTRIBUTING PRODUCTIVELY
AND POSITIVELY**



**REFRAINING FROM
DISCRIMINATION**

(religious, ethnic, racial, sexual, or gender)

COMMUNITY NORMS

As an SAS community member I agree to hold myself to a high standard of personal conduct in my interactions and communications with students, faculty, and parents. This means I will adhere to the SAS Statement of Community by:



**ASSUMING POSITIVE
INTENT**



**SHARING ACCURATE
INFORMATION**



**GOING TO THE
SOURCE**

Questions to consider before posting:

- 1) Is it the truth?
- 2) Is it fair to all concerned?
- 3) Will it build better community and friendships?
- 4) Is it beneficial to all?

Nicole Veltzé

High School Principal



TODAY'S AGENDA

1. Good People to Know
2. Quest Program Overview & Updates
3. Navigating Parent & Student Online Platforms
 - Academic Progress & Student Learning
 - School Updates & Communication
 - Co-curricular, Activities, and Resources
4. Upcoming Dates

GOOD PEOPLE TO KNOW

High School Administration

- Ms. Nicole Veltzé High School Principal
- Ms. Laura Mohl, High School Deputy Principal for the Faculty & Staff
- Mr. Anthony Poullard, High School Deputy Principal for Grades 9 & 10
- Mr. Lance Murgatroyd, High School Deputy Principal for Grades 11 & 12

High School PTA Representatives

- Ms. Sarita Talwar
- Ms. Susie Kim

Associate Director of Parent Engagement

- Ms. Julia Harrison

HIGH SCHOOL LEADERS & FAMILY ENGAGEMENT



Nicole Veltzé

Lance
Murgatroyd



Anthony Poullard

Laura Mohl



Julia Harrison

GOOD PEOPLE TO KNOW

HS Technology

- Paul Welsh, Coordinator for HS Technology

College Counseling

- Wilson Lee, College Counseling Program Manager

Director of Activities and Athletics

- Justin Teves

SAS Communications Director

- Kyle Aldous

Quest Program Instructors

- Tom Flanagan
- Kris Munden
- Mare Stewart



Representatives from...



Paul Welsh
Technology



Wilson Lee
College Counseling



Justin Teves
Activities & Athletics



Kyle Aldous
Communications

Quest Program Facilitators



Mare Stewart



Tom Flanagan



Kris Munden

OUR STRATEGIC FOUNDATION



STRATEGIC FOCUS

EXCELLENCE

Deepen the focus on our learning aspirations in every classroom and co-curricular program through aligned, consistent curriculum and assessment practices

Promote high quality teaching in every classroom to support the learning of each student

Increase coaching and feedback for teachers on their professional practice, including through the development of teacher leadership and coaching opportunities

EXTRAORDINARY CARE

Deepen our focus on social-emotional learning and wellness among all our students

Promote diversity, equity, and inclusion throughout our community and ensure that every student feels valued and included

Strengthen our school culture and school community based on our shared core values

POSSIBILITIES

Upgrade our campus to be more environmentally sustainable and improve learning environments, co-curricular opportunities, and community spaces

Enrich our students' international and cross-cultural perspectives by expanding opportunities to learn from the cultural and historical richness of Singapore and the region of Southeast Asia

Continue to explore and design innovative programs to meet student needs and interests as well as the SAS strategic direction

Please share your questions at:
<https://bit.ly/3mn4ja8>



**SINGAPORE
AMERICAN
SCHOOL**



THE SAS QUEST PROGRAM

November 1, 2021

WHAT?

- An informational session for families about the Quest program for next school year

WHY?

- We believe that Quest offers incredible opportunities for students - and we're excited to share this information with you!

HOW?

- We will...
 - Learn about the opportunities that Quest can provide through hearing student stories
 - Hear directly from current Quest students and parents about their experiences in the program

THE QUEST TEAM

The Quest Program has three high school faculty, referred to as Quest Advisors, who teach the coursework, manage the program, lead off-campus trips, and work alongside and mentor Quest students throughout the year.

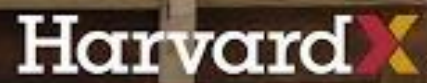


Mr. Tom Flanagan
(tflanagan@sas.edu.sg)

Mrs. Mare Stewart
(mstewart@sas.edu.sg)

Mr. Kristoffer Munden
(kmunden@sas.edu.sg)



The Harvard X logo, featuring the word "Harvard" in white serif font and a stylized "X" in red and yellow.

Harvard X

LEADERS OF LEARNING:
VOICES FROM THE FIELD - WHAT IS LEARNING?



Joy & Purpose

A WORLD LEADER IN EDUCATION CULTIVATING EXCEPTIONAL THINKERS PREPARED FOR THE FUTURE



CRITICAL THINKING



CONTENT KNOWLEDGE



CULTURAL COMPETENCE



COMMUNICATION



CREATIVITY



CHARACTER



COLLABORATION

EXCELLENCE

EXTRAORDINARY
CARE

POSSIBILITIES

COMPASSION FAIRNESS HONESTY RESPECT RESPONSIBILITY

LEARNING ASPIRATIONS

STRATEGIC FOCUS

CORE VALUES

EXTRAORDINARY CARE



**Quest prepares
students for the real
world.**



QUEST AT A GLANCE

| | ONE-DAY QUEST | TWO-DAY QUEST |
|--------------------------------|--|-----------------------------------|
| OPEN TO... | 11th & 12th graders | 12th graders |
| NUMBER OF COURSES WITHIN QUEST | 4 | 6 |
| NUMBER OF COURSES OUTSIDE | 2-3 | 0 |
| DAILY SCHEDULE | Every other day (A <u>or</u> B day cohort) | Everyday (A <u>and</u> B days) |
| OFF-CAMPUS PARTNERSHIP | Yes 11 weeks, every other day | Yes 11 weeks, up to everyday |
| STUDENT-DESIGNED STUDY | Yes | |
| LAUNCH TRIP | Yes 1-2 weeks before the beginning of the school year, dependent upon travel restrictions | |
| FULFILLS CATALYST REQUIREMENT? | Yes | |
| ADD'L COSTS | None, other than launch trip cost | |



CREDITS ON SAS TRANSCRIPT

| | CREDIT (1 EACH) | COURSE TITLE ON TRANSCRIPT |
|--|-----------------|--|
| 1-DAY & 2-DAY QUEST | ENGLISH | English: Composition & Research -OR- AT Research |
| | MATH | Data Analysis & Visualization -OR- AT Data Analysis & Visualization |
| | SCIENCE | Conservation & Resource Studies -OR- AT Conservation & Resource Studies |
| | SOCIAL STUDIES | Society, Governance & Civic Action -OR- AT Society, Governance & Civic Action |
| ADDITIONAL COURSES FOR 2-DAY QUEST | QUEST ELECTIVE | Ethics and Leadership |
| | GOA ELECTIVE | Global Online Academy [course title depends on GOA course] |



WHO IS QUEST FOR?

| ONE-DAY QUEST | TWO-DAY QUEST |
|---|--|
| 11th & 12th graders | 12th graders |
| <i>Students who...</i> <ul style="list-style-type: none">• Are interested in project-based learning, interdisciplinary connections, and experiential learning;• Want to discover or pursue their passions and interests through real-world work experience and/or in-depth research;• Want to learn how to manage their time wisely;• Enjoy being part of a small community of learners; | |
| <i>And who also...</i> <ul style="list-style-type: none">• Want to take up to 3 courses in the regular HS program. | <i>And who also...</i> <ul style="list-style-type: none">• Want to <i>fully immerse</i> themselves in Quest;• Are <i>highly self-motivated</i> and <i>independent</i>;• Have a good idea of a career field or passion they might want to pursue. |

QUEST STUDENT STORIES



**SINGAPORE
AMERICAN
SCHOOL**



1

Independent Artistry: The Successful Music Production Methods, Market Schemes, and Distribution Services

Joshua Goh
Singapore American School
AT Research and Composition
Kristoffer Munden, Mare Stewart, and Martha Began
March 19, 2021

Abstract

The study explored potential successes of an independent artist's music production, marketing, and distribution methods. However, with these upcoming artists: the study focused on an integral part of artists' success: how can independent artists perform alongside labelled ones? The study focused on three main themes of success: (1) music Production, (2) marketing schemes, and (3) distribution strategies. The researcher, who is an independent artist, attempted to answer that through a mixed methods approach - autoethnographic study complemented with quantitative data. The qualitative data were acquired through an internship and interviews with industry experts. It was then translated and implemented on the researcher's music and subsequently released as a second single. The second single's performance was then compared with the original using quantitative data whether there are significant improvements. As stream count is the main indicator of success, the study found significant methods on how to improve an independent artist's music through favorable production edits, social media presence and appropriate distribution strategies.



Team V2 - Single

Josh Makazo

HIP-HOP/RAP · 2021



▶ Play



1 Team V2

2:26 ...

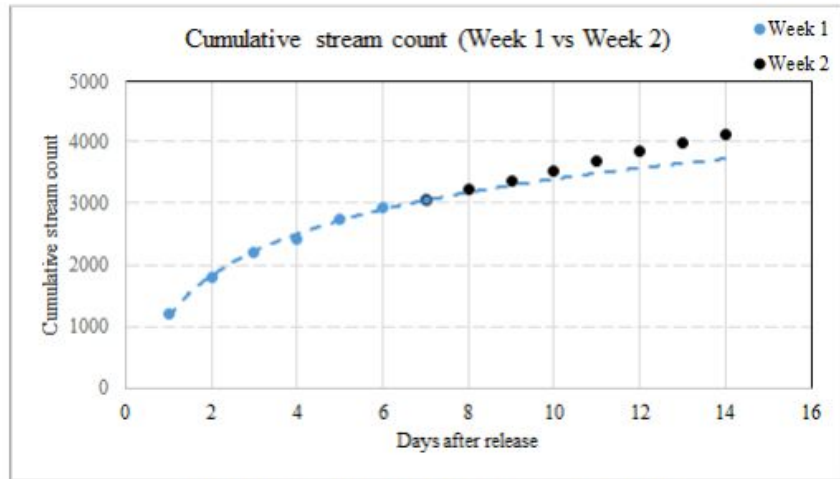


Figure 10: Cumulative Stream Count (Week 1 Forecast vs. Week 2 Results)

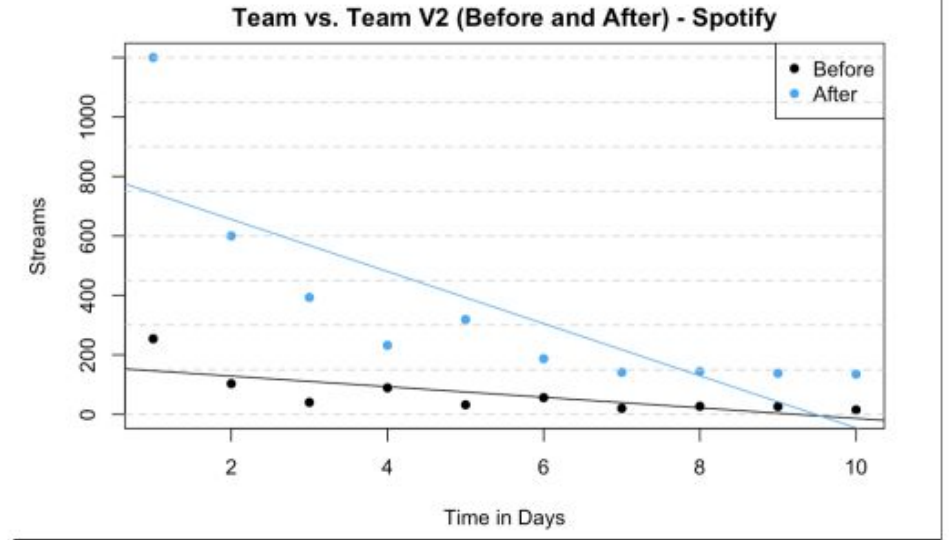
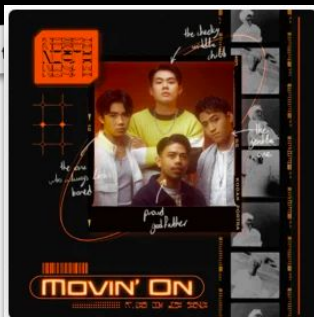
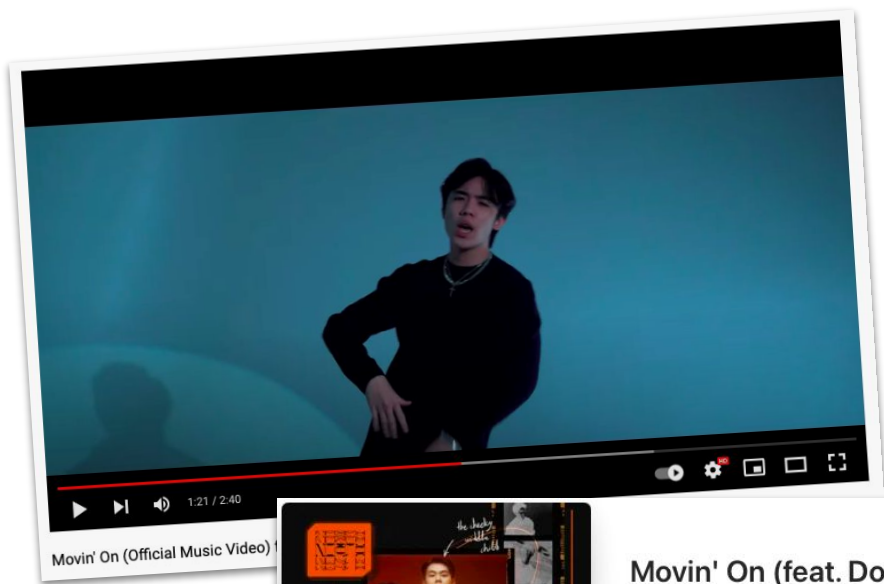


Figure 8: Team vs. Team V2 (Before and After) - Spotify



Movin' On (feat. Dominic Chin, Josh Makazo, Khai & Shaykhandbake) - Single

HOMETOWN HEROES

POP · 2021



▶ Play

+ Add



1 Movin' On (feat. Dominic Chin, Josh Makazo, Khai & Shaykhandbake)

2:37 ...



RIA NAKAHARA CLASS OF 2021



“My quantitative and qualitative data were the basis of a comprehensive remediation guide that I hope anyone who is interested in the pond could apply long after I have graduated.”

Self-Directed Research



Student-Researcher
August 2020 – April 2021

Abstract

Studies investigating natural eutrophication management strategies in the Malay Peninsula involve rooted, rather than free-floating, macrophytes. Limnological research in Singapore is centered around remediating reservoirs or canals rather than man-made freshwater systems. I quantified the effect of two macrophyte species (*Eichhornia crassipes* and *Pistia stratiotes*) on improving the quality of a closed, eutrophic Eco-Garden pond in the Singapore American School (SAS). Water quality, plant biomass, phytoplankton richness and abundance, and chlorophyll-*a* were examined. Over six weeks, phytoremediation improved water quality by 7.52 units ($p < .05$), increased the biomass of *Pistia stratiotes* by 213.03% and *Eichhornia crassipes* by 303.32%, reduced the abundance of phytoplankton by 0.16 cells/mL, increased richness by 7.69 units, and elevated algal concentrations by 1.03 $\mu\text{g/L}$. I additionally assessed six SAS stakeholders' opinions on the pond's ecological integrity and will to participate in the maintenance process. All respondents believed the pond should be preserved as an educational resource and ecological commons. Five out of six respondents indicated an interest in remediating the pond during co-curricular service activities or through biology and environmental science classes. The quantitative and qualitative results informed a maintenance guide for the SAS community and pond owners in Southeast Asia to independently revitalize their biological communities, minimize nutrient spikes, and stabilize ecosystems. This convergent mixed-methods study demonstrates the potential of free-floating macrophyte species to improve water quality and the utility of a comprehensive regimen on the remediation of freshwater fixtures in the region.

Keywords: eutrophication, aquatic plants, water quality, phytoremediation

Avid environmentalists and passionate high school educators Mr. Steve Early and Dr. Martha Began drew Quest student Ria Nakahara into the field of environmental science. Nakahara noticed that the eco-garden at SAS required extensive remediation as algal growth had turned the pond murky green. She embarked on a journey to clear the algae and improve the water quality of the pond by incorporating two species of free-floating aquatic plants, water hyacinth (*Eichhornia crassipes*) and water lettuce (*Pistia stratiotes*).

Nakahara collected data every three days to derive a water quality value. She conducted interviews with middle school and high school life science faculty and environmental service club members to learn about ecosystem preservation and evaluate whether these stakeholders will be willing to sustain the pond's remediation for the next three to four years. She mentioned, "My quantitative and qualitative data were the basis of a comprehensive remediation guide that I hope anyone who is interested in the pond could apply long after I have graduated."

Why Quest:

REAL WORK EXPERIENCE ALIGNED WITH A STUDENT'S SKILLS AND INTERESTS



Ria Nakahara · 1st
Roots & Shoots Intern at Jane Goodall Institute (Singapore)
Singapore · [43 connections](#) · [Contact info](#)

Message

More...

Jane Goodall Institute (Singapore)
Singapore American School

Jane Goodall Institute Singapore

Roots & Shoots Intern
September - November 2020

Developing Eco-Literacy Modules
Developing Teacher Modules
Spearheading the Cross-Border Program (2021 school year)
Ideating 20 Digital Workshop ideas for the 2021 school year
Collating digital resources about Dr. Jane Goodall for the organization's new website

RIA NAKAHARA

A passionate and diligent individual dedicated to learning and researching about conservation, sustainability, and biodiversity. Able to think critically, synthesize information effectively, and write cohesively.

EDUCATION

Singapore American School
Diploma expected May 2021

RELEVANT COURSES COMPLETED

Advanced Topics Environmental Science
Advanced Placement Biology
Advanced Topics Geography and Field Investigation
Advanced Placement Chinese Language and Composition
Advanced Placement Chinese Language and Culture

ACTIVITIES

Students Against Violations of the Environment Club

Co-President (August 2017 - Present)

- Conduct semi-weekly paper recycling collections in primary and high school; maintain the school's rainforest through weekly seedling propagation, sapling transplantation and nursery maintenance.
- School-wide communication and proposal to implement BioPak, a compostable takeaway alternative to plastic containers.
- Developed an introductory biodiversity curriculum that was disseminated to Year 2 students (March - May 2020).

Environmental Council

SAVE Club Representative (January 2020 - Present)

- Consulted, drafted and submitted a proposal to the high school principal and administrators about transitioning to a zero-waste campus.

Action for Conservation: Wild Web (UK)

Participant (June - July 2020)

- Joined multiple webinars discussing the social, environmental, and economic costs of the fashion industry ('Unboxing Throwaway Culture'); submitted a culminating video about the environmental implications of fast fashion.

RELEVANT SKILLS

- Familiarity with species identification
- Approved citizen scientist for Monkey Scouts programme (Jane Goodall Institute Singapore)
- Critical thinking, flexibility, analysis, and synthesis
- Fluency in English, proficiency in Japanese, conversational Chinese

Green Volunteer

Volunteer (May 2019 - Present)

- Mix soil, propagate cuttings, and transplant endemic flora species at Pasir Ris Park; assist in the maintenance of the Eco Garden at Yu Neng Primary School; re-pot saplings in the Botanical Gardens.

Sustainable Effort for Eco Development Club

Senior Officer (August 2019 - Present)

- Cultivated lettuce and mushrooms at Kin Yan Agrotech (October - November 2019); surplus was sold to school faculty for fundraising.
- Consulted with NParks horticulturists and school contractors to draft floor plan of a rooftop garden in the school; operations will continue in September.

Blue Planet Initiative

Officer (August 2018 - Present)

- Member of the Coral Reef Committee (August 2019 - March 2020) to raise funds for Coral Gardeners (based in French Polynesia) through bake sales and collaborations with school events (tournaments).

Biodiversity Friends Forum Challenge 2020

Participant (February - July 2020)

- Received a certificate for researching and posting reflections about the intertidal ecosystem, native avian species, and mangrove tree snake; participation in NParks Spotlight webinars (June 2020 - Present).

AWARDS AND HONORS

- Honor Roll (2017 - Present)
- Distinguished Service Award (2017-2018)
- Exemplary Service Award (2018-2019, 2019-2020)
- Subject Award in AT Geography and Field Investigation (2020)
- Subject Award in Zoology (2020)



Ria Nakahara · 1st
Roots & Shoots Intern at Jane Goodall Institute (Singapore)
6d · 0

This week, I developed a teacher module (enviro-centric lesson plans for newly qualified Singaporean teachers) that has students calculating their ecological and carbon footprints. An ecological footprint measures the impact ...see more





QUEST PANEL Q&A

Julia, Laura, Mateo: Current Quest students

Sue: Parent of a current Quest student

**SINGAPORE
AMERICAN
SCHOOL**

Please share your questions at:
<https://bit.ly/3mn4ja8>



CLOSURE & NEXT STEPS



Learn more about Quest during our
**Interested Students & Families Info Session on
Monday, November 8 from 6-7pm via Zoom.**
RSVP using this QR code.

There will be time for Q&A via breakout rooms with Quest students, alumni and parents.

Quest Applications open **today!**

Access via the Daily Bulletin or on the SAS website.

More information on Quest can be found on the [Quest program website](#)

Application deadlines:

Round 1: **Monday, December 6, 2021**

Round 2: **Friday, February 18, 2022**

Applications are accepted on a rolling basis and will close once we reach capacity.

It is to each student's advantage to apply early.

Navigating Parent & Student Online Platforms

Parent & Student Online Platforms

- Accessing Key Communication & Information
 - Parent Portal
 - eNews
 - Veracross (overview, demo, where payments are made, etc)
 - Daily Bulletin
- Supporting Academic progress
 - PowerSchool
 - Schoology
- Navigating Co-curriculars, Activities, and College Information
 - CHQ
 - CIALFO

eNews, Veracross, Parent Portal

PowerSchool & Schoology

SYSTEMS THAT SUPPORT LEARNING



PowerSchool

Teachers > Students & Parents

Grades & Assessments, Attendance,
Blackout Periods



Schology

Teachers <> Students

Assignments, Announcements,
Instructions, Content & Resources

Please share your questions at:
<https://bit.ly/3mn4ja8>



Student Perspective: Connecting Conversations to Focus on Student Learning

-

Darren & Evelyn

CHQ for Activities & Athletics



Register for Activities, Athletics and
Arts

CHQ Log-in

Tracy **Nagesh**

Aあ



If you have more than one profile listed, you can return to this screen !

Profile Selection



Activities & Events



Nagesh, Chloe

(click or tap to select this profile)



Nagesh, Kayla

(click or tap to select this profile)



Nagesh, Tracy

(click or tap to select this profile)



Chloe Nagesh

My information

My schedule

My messages

Documents

Calendar

UI settings

Select profile

Log out

Aあ



My Parent Meetings



My Activity Sign-Ups



2021-2022 EAA Season One - Club Baseball

[VIEW / MANAGE / SUBMIT ACTIVITY CHOICES](#)

2021-2022 EAA Season One - Elementary

Thursday 15:15 - 16:15 Board Games Club P313 - Mr. Bagley, Mr. Coole, Ms. Lambert, Ms. Surip, Ms. Tambou

Approved

[VIEW / MANAGE / SUBMIT ACTIVITY CHOICES](#)

My Forthcoming Fixtures



My Forthcoming Events



Past Fixtures



Cialfo with College Counseling

Cialfo



Cialfo is our college counseling platform that supports the application process and is shared between, student, parent, and counselor

- It is SAS specific
- Manage, Research, College Visits, Document Delivery
- Best utilized starting the 2nd quarter of 11th grade

What's next?

- Junior College Kickoff: November 22nd~23rd
- Junior College Parent Kickoff: November 23rd (6:30pm)

Resources

- [Loom Video](#)
- Facebook & SAS Website



Please share your questions at:
<https://bit.ly/3mn4ja8>



Upcoming Dates

UPCOMING PARENT EVENTS

| Date | Grades | Host | Topic(s) |
|-------------------|----------|--------------|--|
| Wed, November 3 | G9 - G12 | PAC & Health | Teens and Sexuality Parent Workshop |
| Mon, November 8 | G10-G11 | QUEST | Quest Program Information Session (6:00pm) |
| Wed, November 17 | G9 - G12 | PAC | Suicide Awareness and Prevention Presentation (9am) |
| Mon, November 22 | G9 - G12 | PAC | Parent Boot Camp Video Series (release date) |
| Tues, November 23 | G11 | CC | Junior College Kick-Off (6:30-7:30pm) |
| Tuesday, Dec 6 | G9 - G12 | HS PTA | HS PTA Parent Coffee: Social-Emotional Learning and the CASEL Competencies |

PARENT-PRINCIPAL MEET & GREETs

| | | |
|--------|--|----------------|
| Nov 5 | 12th Grade Parent-Principal Meet & Greet | 1:45-2:15 pm |
| Nov 5 | 11th Grade Parent-Principal Meet & Greet | 2:30-3:00 pm |
| Nov 8 | 12th Grade Parent-Principal Meet & Greet | 8:30-9:00 am |
| Nov 8 | 11th Grade Parent-Principal Meet & Greet | 9:30-10:00 am |
| Nov 18 | 12th Grade Parent-Principal Meet & Greet | 12:30-1:00 pm |
| Nov 19 | 11th Grade Parent-Principal Meet & Greet | 9:00-9:30 am |
| Nov 22 | 12th Grade Parent-Principal Meet & Greet | 12:30-1:00 pm |
| Nov 26 | 11th Grade Parent-Principal Meet & Greet | 8:30-9:00 am |
| Nov 29 | 12th Grade Parent-Principal Meet & Greet | 11:00-11:30 am |
| Dec 3 | 11th Grade Parent-Principal Meet & Greet | 8:30-9:00 am |
| Dec 8 | 12th Grade Parent-Principal Meet & Greet | 8:00-8:30 am |
| Dec 10 | 11th Grade Parent-Principal Meet & Greet | 9:30-10:00 am |
| Dec 13 | 12th Grade Parent-Principal Meet & Greet | 9:30-10:00 am |
| Dec 14 | 11th Grade Parent-Principal Meet & Greet | 2:00-2:30 pm |

Thank you!



