**Welcome Sojourner Families!**

On behalf of the Sojourner School administration, teachers, staff, PTA and Foundation, we welcome you to our school! We are honored that you have chosen Sojourner for your child’s educational experience. We encourage you to read through this packet and get involved as soon as your schedule allows.

This packet contains some highlights about what sets our school apart, as well as some details about our program’s unique participation needs. Inside, you will find more details about:

* Our School
* Multiple Intelligences
* Sojourner’s Special Programs
* Fundraising at Sojourner
* Volunteering at Sojourner
* Pods: Unique Student Electives Made Possible by Parents and Teachers

**We strongly encourage you to learn more:**

* Attend the upcoming Community Meeting on Thursday, September 5, 2019: 6pm – 7pm in the Sojourner School Library
* Visit Sojourner School’s website at **www.nclack.k12.or.us/sojs**.
* Visit Sojourner School Community’s website, managed in cooperation by the Sojourner PTA and Sojourner Education Foundation, at **www.sojournerschoolcommunity.com**.
* Call **503-353-5460** with questions!

**Our School
For more than a decade, Sojourner School, a North Clackamas magnet, has helped hundreds of elementary students discover their talents and develop their many strengths through the lens of multiple intelligences, based on the work of Dr. Howard Gardner. Sojourner has produced students who moved on to middle school and high school speaking Spanish, writing at advanced levels, playing musical instruments, building and contributing in a *multitude* of innovative ways. Upon graduation, they have carried the messages of creativity and character into the North Clackamas community and beyond, and story after story has endorsed the lifelong impact participation in the Sojourner program made on their lives.**

**Our Philosophy**

* Sojourner School recognizes that all children are uniquely individual, and the development of the whole child is paramount.  Based on this belief, Sojourner School provides an educational program that embraces the multiple intelligences of its children.
* Sojourner School facilitates diverse learning opportunities through a variety of instructional models and strategies, as well as theme-based, integrated curriculum.
* Sojourner School fosters an environment where children, staff, parents and the community are partners in the educational process and the achievement of all of its students.

**Our Instructional Program**

* **Balanced Multiple Intelligences (MI):** Sojourner’s model enables students to have regular instructional experiences across all eight of the multiple intelligences based on the work of Howard Gardner: Visual-Spatial, Verbal-Linguistic, Logical-Mathematical, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal and Naturalistic.
* **Constructivist Teaching Philosophy:** Instruction within the MI framework is constructivist in nature. Constructivist teaching is based on the belief that maximum learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners.
* **Integrated Studies:** Curriculum at Sojourner addresses all state standards and district goals. Instruction according to standards is accomplished through a teacher-developed, integrated system that allows students to see and explore the connections between and among different content areas and experiences.
* **School-Themed** **Projects:** At regular intervals throughout the school year, students are involved in demonstrations of their learning through projects reflecting a larger theme. The themes are a connection point across the entire school, as students at all grade levels produce work addressing the shared theme.
* **Student Progress:** Sojourner staff communicates student progress throughout the school year in a variety of ways. Conferences are held three times during the school year.
* **Celebrations**: Regular celebrations enhance the community of Sojourner at both the learning level and the social/emotional level that supports the instructional model. Students and staff present and share their love of learning and evidence of their growth in a variety of ways and at various points throughout the school year, contributing a key component to the foundation of the school and the learning community.

**Parents As Partners**

Our School relies on parent participation for many things. Parent volunteers manage most events, and parents are called upon to volunteer in classrooms and to lead POD classes (see our *Volunteering at Sojourner* section for details) during the year. In addition, many of the unique aspects of our school are made sustainable by annual fundraising efforts within the Sojourner Community. Please know that we recognize that most families have limits to the availability of their time and money. Because of this, we strive to offer opportunities for contributions in a variety of ways — whether that is volunteering outside of typical work hours at an evening event or with a project you complete from home, or appealing to your local community for fundraising support through the sale of raffle tickets or the procurement of donations for our Annual Auction.

**Multiple Intelligences**

**Sojourner School is founded on the Multiple Intelligences theory of Dr. Howard Gardner, which identifies eight human intelligences that elementary schools should address to help children achieve their highest potential.**

These Intelligences can be described as follows:

#### VERBAL-LINGUISTIC (WORD SMART)

**An individual’s capacity to use language effectively as a means of expression and communication through the  written or spoken word. Examples include: poets, writers, orators and comedians.**

#### LOGICAL-MATHEMATICAL (LOGIC SMART)

**An individual’s capacity to recognize relationships and patterns between concepts and things. To think logically, calculate numbers and solve problems both scientifically and systematically. Examples include: mathematicians, economists, lawyers and scientists.**

VISUAL-SPATIAL (PICTURE SMART)

**An individual’s capacity to think in images and orient oneself spatially. In addition, spatially intelligent people are able to graphically represent their visual and spatial ideas. Examples include: artists, decorators, architects, pilots, sailors, surveyors, inventors and guides.**

MUSICAL (MUSIC SMART)

**An individual’s capacity to appreciate a variety of musical forms as well as being able to use music as a vehicle of expression. Musically intelligent people are perceptive to elements of rhythm, melody, and pitch. Examples include: singers, musicians and composers.**

BODILY-KINESTHETIC (BODY SMART)

**An individual’s capacity to use one’s own body skillfully as a means of expression or to work with one’s body to create or manipulate objects. Examples include: dancers, actors, athletes, sculptors, surgeons, mechanics, and craftspeople.**

INTERPERSONAL (PEOPLE SMART)

**An individual’s capacity to appropriately and effectively communicate with and respond to other people. The ability to work cooperatively with others and understand their feelings. Examples include: sales people, politicians, religious leaders and talk show hosts.**

INTRAPERSONAL (SELF SMART)

**An individual’s capacity to accurately know one’s self, including knowledge of one’s own strengths, motivations, goals and feelings. To be capable of self-reflection and to be introverted and contemplative are also traits held by persons with Intrapersonal intelligence. Examples include: entrepreneurs, therapists and philosophers.**

NATURALISTIC (NATURE SMART)

**An individual’s capacity to identify and classify the components that make up our environment. This intelligence would have been especially apt during the evolution of the human race in individuals who served as hunters, gatherers, and farmers. Examples include: botanists and farmers.**

**Sojourner’s Special Programs**

FLOW

Based on the work of psychologist, Mihály Csíkszentmihályi, Flow is the mental state in which a person is fully immersed and engaged in a selected activity. Work in the Flow room allows Sojourner students to participate in student-centered, inquiry-based activities of their own selection in an area that may be a strength or a need according to their intelligence profile.

MARIMBA

Intermediate students (fourth and fifth grades) are invited to participate in the Sojourner Marimba Program, Manhanga. This is an optional, after-school, extra-curricular activity. Practice is one day a week, with several community performances throughout the year. Parents are responsible for transportation and there is an annual fee associated, which covers staffing, instruction, facility fees, insurance and a marimba t-shirt (scholarships are available).

OPENING

Sojourner’s core curriculum is committed to physical fitness as it relates to bodily-kinesthetic intelligence. Students participate in 30 minutes of exercise and community building every morning at the start of the school day.

ORFF

Orff Schulwerk, or simply the Orff approach, was conceived by Carl Orff and Gunild Keetman as a developmental approach to providing music education to students. While violin instruction provides a focused vehicle for music development, Orff combines music, movement, drama, and speech into lessons that are similar to a child‘s world of play.

PODS

Pods are mixed-age groups that encourage students to explore a common interest in great depth. They are similar to elective classes for students, a feature more common at the secondary level. They are a true highlight for Sojourner students, as they are allowed to select the topic they would like to explore! Subject examples include: guitar, gardening, soccer, jewelry making, origami, chess, sewing and more. Sojourner staff members each teach a pod, and at least nine pods each session are taught by parent and community volunteers.

SPANISH

The development of every student’s linguistic intelligence is a central principle of Sojourner. This belief extends to early and consistent experiences for each student to learn to speak Spanish, a practice that promotes increased achievement in each student’s native language as well as greater global awareness and cultural understanding.

VIOLIN

Based on the philosophy and teaching methodology of the Suzuki Method, Sojourner students begin their music instruction in kindergarten and continue through fifth grade. Violin instruction is a regular feature of the model as a way to access and develop each child’s musical intelligence and to build and develop the character of every child to see and create beauty in the world around them.

**Fundraising at Sojourner**

Some of the most treasured and unique learning experiences at Sojourner are sustainable because the Sojourner Community raises funds to support them each year. At Sojourner, your child’s education will be enriched with Violin, Spanish, Orff, Flow and more.

Two parent-led groups at our School, the Sojourner Education Foundation (SEF) and the Sojourner Parent-Teacher Association (PTA), work together to bridge the gap between the funding provided by North Clackamas School District and the funds needed to maintain the educational goals of our program.

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| --- | --- | --- |
|  | ***Sojourner Education Foundation*** | ***Sojourner PTA*** |
| Purpose | Supplemental funding of special programs that are unique to our school: ORFF, Flow, Spanish and Violin.  | Funding of special teacher projects and community events. In the past it has included classroom books, courtyard seating, Enrichment nights, field day, the Back to School picnic and more. |
| Annual fundraising goal | $60,000 – $80,000 based on our year-to-year staffing needs | $5,000 – $10,000 |
| How money is raised | Annual AuctionRaffleProgram AppealEmployer Matching GiftsCommunity SponsorshipsAmazonSmileFred Meyer Rewards | Jog-A-ThonDine Out NightsScrip ProgramBox TopsBottle Drop |

Each year, the Sojourner Education Foundation receives a projected cost estimate for the following school year from the North Clackamas School District to assess the program funding needs of Sojourner, and informs the community of a suggested per-student contribution. For the 2019-20 school year, the program funding cost is $70,970 and the suggested per-student contribution is $405. We are a public magnet school, and therefore families are not required to contribute financially. However, we feel it is important to accurately reflect what it costs to provide the Sojourner program.

It has always been the Sojourner philosophy that fundraising NOT fall on the shoulders of our students. SEF’s objective is to provide the community with options, so that each family can decide what fundraising methods are best suited to them. Families are invited to participate in the following fundraisers:

**The Annual Auction-** This fun event builds community and is the primary source of program funding. The auction provides highly valued items, including student art, in return for your contribution to Sojourner. We are currently looking for an auction event chair for the school year. Please email auction@sojournerschoolcommunity.com if you are interested or have questions.

**Raffle Sales-** The raffle is an exciting opportunity and prize that changes each year. Selling raffle tickets can help Sojourner families meet the per-student contribution and eliminate out-of-pocket expenses. We are currently looking for a raffle chair for the school year. If you are interested or have questions, please email sef@sojournerschoolcommunity.com.

**The Program Appeal-** The Appeal is a great alternative for families unable to attend the auction or those that would prefer to make a direct, tax-deductible contribution.

*Our goal at this time is to offer advance notice on the importance of fundraising to the success of our Program so your family can become familiar with our practices, discuss finances and begin planning and budgeting as early as possible. Thank you in advance for your commitment to Sojourner School!*

**volunteering at Sojourner**

**Parents, your commitment to volunteer at Sojourner will be deeply appreciated. After all, our kids see what we do. They know how involved we are in our community and our investment in their education. Your actions will speak louder than words!**

# We approach volunteerism as we do fundraising — by trying to distribute the burden as equitably as possible among our families.

**Annual Hours Report by Activity\***

 *Hours Logged:*

* Classroom Volunteers (All Grades) 2000
* Fundraising 1300
* Pods 925
* PTA Board Business 700
* Raffle Team 225
* Foundation Business 225
* Swim Week 200
* Jog A Thon 143
* Fundraising (other) 125
* Violin Loan Program 100
* Enrichment Night 100
* Violin Classroom Volunteer 95
* Field Trips 83
* Field Day 80
* Flow Room 75
* Scrip 66
* Violin Loan Program 65
* Staff Appreciation Week 50
* Project Walk/Presentations 48
* Back-to-School Picnic 37
* Directory 35
* Greeting 35
* Volunteer Training 23
* Spring Celebration 20
* Intermediate Graduation 15
* T-shirt Committee 13
* Yearbook 13
* Site Council 10
* Opening 10
* Hearing/Vision Testing 7
* Marimba/Transport 5
* Recess/Lunch Friends 4

\* This report is generated from our volunteer software.
It reflects how Sojourner’s volunteer hours accumulate
and what activities require the most volunteer support.

**We suggest each family consider volunteering 40 hours per school year.**

# Whether it is volunteering in the classroom, teaching a POD, joining the Auction Committee, getting in the pool during Swim Week or helping at the Jog-A-Thon, our school needs parent participation to be successful.

# Please begin thinking of how you can best make this work for your family. Keep in mind:

# We welcome the involvement of grandparents!

# Younger siblings are allowed to tag along in some situations.

# Some volunteer tasks can be done from home or on the weekends.

# Consider applying personal time or request days off from work for special occasions at school.

# Meeting the suggested 40 hours of volunteerism can be easily achieved with a little creative planning.

Read on to learn much more about volunteer opportunities at Sojourner!

Sojourner Volunteer Opportunities

**Classroom Volunteering**

Specific needs vary depending on the classroom but staff and students alike appreciate classroom volunteers. The Primary classrooms especially appreciate a parent volunteer in the classroom each morning, and parent volunteers are also needed in the Violin room on a regular basis.

**Enrichment Nights**

Enrichment Nights are family-friendly, evening events that offer our community the opportunity to get together outside of school hours. The themes of the evening vary — sometimes we get together to learn more about topics relevant to our school, and sometimes we just get together to have a little fun. Enrichment Nights are completely volunteer-run and we usually need a little help with set-up and take down.

**Field Day**

A favorite event among Sojourner Students, Field Day is an end of year celebration and day of fun! We need volunteers to contribute a few supplies, help serve food, snow cones, popcorn, and participate/oversee multiple fun activities for the kids.

**Field Trips**

Volunteers are needed to chaperone field trips during the school year. Sojourner staff will announce field trips and forms will be sent home to request being a chaperone. As with all volunteering opportunities, you will have to complete Volunteer Training and submit the required District Volunteer Background Forms in order to participate.

**Fundraising Committee**

Fundraising is a necessity for the Sojourner Program and requires many hours of volunteerism to be successful. Please attend Auction and Raffle Meetings and get involved with the Fundraising Committee. There are dozens of ways that you can participate and help with these important events. Even if you work during the week, we have evening and weekend meetings to accommodate all schedules.

**Greeting**

One volunteer is needed each day of the week to be the first friendly face that students see at “Parent Drop-Off” in the morning. A greeter is stationed at the gymnasium door to greet students and help ensure a smooth, safe flow of traffic during parent drop-off.

**Jog-A-Thon**

Our annual Jog-A-Thon is a community fundraiser. We need families to support their children’s efforts by helping to get pledges and also cheer them on at the event, run with the kids for encouragement, mark laps, and serve water and fruit. This event happens shortly after school starts in the fall.

**Pods**

Pods are mixed-age groups that encourage students to explore a common interest in great depth. They are a true highlight for Sojourner students, as they are allowed to select which topic they would like to explore! Learn more about this very important volunteer opportunity on the All About Pods page.

**Scrip Coordinator**

Our Scrip Coordinator sends home order forms that make it easy to purchase gift cards to local restaurants, stores, online stores, etc. A portion of the gift card purchase price is donated to Sojourner. For example: If you grocery shop at Fred Meyer, doing so with a Fred Meyer gift card purchased through the Scrip program will provide benefits to Sojourner on a regular basis.

**Staff Appreciation Week**

At Sojourner, we like to celebrate our wonderful staff for an entire month! One day per week, for one month, we ask our community to help shower our staff with appreciation by bringing themed food dishes, small handmade gifts, and flowers.

**Swim Week**

Sojourner students get to spend one hour per day for a few days in the water at North Clackamas Aquatic Park at the end of the school year. Students receive lessons based upon age and assessment. This is an educational and school-wide opportunity to learn water safety and have fun, and parent volunteers are an essential element of the swim program — without them we would be unable to offer it! The North Clackamas Aquatic Park requires that we have 20-22 volunteers in the water during each session.

**Violin Helpers**

Learning violin is a special experience for Sojourner students, but to be successful it takes the support of several parents, including a daily violin tuner, classroom helpers, and volunteers to manage and run the violin loan program. No experience needed!

**Pods: Unique Student Electives Made Possible By Parents and Teachers**

**Pods are mixed age interest groups (Kindergarten through Intermediate) where children can explore a common interest in depth. Students choose from approximately twenty topics that incorporate the multiple intelligence areas, including Interpersonal, Intrapersonal, Visual/Spatial, Musical, Bodily/Kinesthetic, Mathematical/Logical, Verbal/Linguistic, and Naturalistic.**

**Why are Pods important to the Sojourner program?**

Dr. Howard Gardner says that our schools and culture focus most of their attention on linguistic and logical/mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Howard Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Pods also give children the power of choice, which is an important part of the Sojourner program.

**What is the time commitment for Pods?**

They are held for 45 minutes, two days weekly over the course of two sessions and last from eight to ten weeks. We need a minimum of 9 parent-run Pods each session to make the program function.

**Why do parents need to help?**

The optimal size for a class would be 10 or less. Pods are only effective when done in small groups and offered in a wide range of topics. Without parents, class sizes would be around 20-25 students. Parents also bring exciting expertise in a wide range of occupations, hobbies and interests that differ from our staff.

**Does it have to be a parent teaching a Pod?**

Sojourner welcomes our entire community to participate in Pods. We welcome grandparents, neighbors and friends who would like to share a special interest. Following the districts guidelines for volunteering in the classroom, each individual would need to fill out the appropriate paperwork and background checks ahead of time.

**What if I can only help one day?**

Volunteers can share a Pod. Some Pods are shared by up to three parents to accommodate busy schedules. You can formulate a plan with fellow parents to organize a Pod, or find out if there are Pods already planned that just need extra help.