

Welcome Sojourner Families

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On behalf of the Sojourner School community, we welcome you to our school! We are honored that you have chosen Sojourner for your child's North Clackamas School District (NCSD) educational experience. We encourage you to read through this packet and get involved as your schedule allows.

This packet highlights our unique program and needs for your support & partnership.

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- Sojourner's Special Programming (p.4)
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- Fundraising at Sojourner (p.6)
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Ways to Learn More:

✓ Visit [Sojourner School's NCSD website](#) at:



✓ Visit [Sojourner School Community's website](#), managed in cooperation by the Sojourner PTA and Sojourner Education Foundation (SEF), at:



✓ Sign up for [HelpCounter](#) to volunteer, get news and updates from SEF & PTA at:



✓ Join the conversation on our private [Sojourner Community Facebook group](#) at:



**parent moderated & not affiliated with NCSD*

Our School

For more than two decades, Sojourner School, a North Clackamas magnet, has provided an intentional learning model where elementary students are empowered to discover their talents and develop their many strengths through the lens of multiple intelligences, based on the work of Dr. Howard Gardner. Sojourner students leave elementary school with a strong and diverse foundation in Spanish, literacy, playing musical instruments, and building and contributing in a multitude of innovative ways. Students carry with them the messages of creativity and character into the North Clackamas community and beyond. We are proud of the lifelong impact participation in the Sojourner program makes on our students and alumni 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.



Families As Partners

Our School relies on family/caretaker participation for many things. Parent and community member volunteers manage most events, and are called upon to volunteer in classrooms during the year (see "Volunteering at Sojourner" for details). **In addition, many of the unique aspects of our school are only made possible by annual fundraising within the Sojourner Community.** We recognize and celebrate the diverse resources of our Sojourner community. Because of this, we strive to offer opportunities for a variety of contributions - whether volunteering at an evening event or with a project you complete from home, direct SEF Giving, or appealing to your local community for fundraising support through raffle ticket sales or donation procurement for our Auction.



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 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 multiple times during the school year and welcome on-going family partnership.
 - **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.
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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.

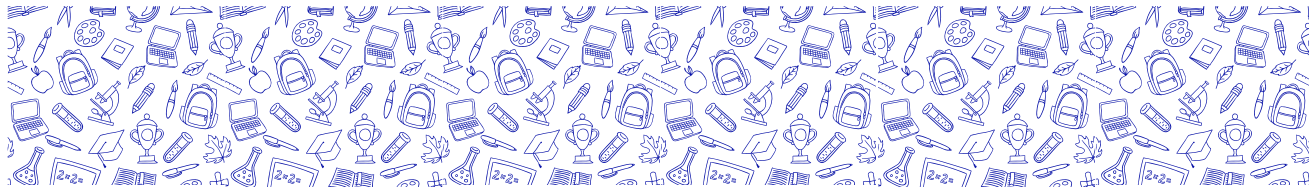


NATURALISTIC (NATURE SMART)

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 Programming

NCSD Public Magnet Schools are available via lottery for any district student as part of equity driven School Choice. The Sojourner Education Foundation (SEF), a 501(c)3 volunteer parent-run organization, was created alongside Magnet designation to financially support and preserve the program elements not covered by NCSD. The Special Programming below is made possible as an NCSD Magnet Program and SEF collaboration.



OPENING

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

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.

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.

VIOLIN

Based on 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.

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 Spanish, a practice that promotes increased achievement in each student's native language as well as greater global awareness and cultural understanding.

AFTER-SCHOOL OPPORTUNITIES

Intermediate students (fourth and fifth grade) 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 beginning in the fall, with several community performances throughout the year. Parents are responsible for transportation and there is an annual participation fee associated to cover staffing, instruction, facility fees, insurance, and a marimba t-shirt (limited full-scholarships are available).

PODS:

UNIQUE STUDENT ELECTIVES MADE POSSIBLE BY PARENTS, COMMUNITY MEMBERS & TEACHERS

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



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?

Pods are held for 30-45 minutes, one/two days weekly over the course of up to two sessions and last from eight to ten weeks each. We need a minimum of 9 volunteer-run Pods each session to make the program function.

Why do families need to help?

The optimal size for a class would be 10 or less. Pods are most effective when done in small groups and offered in a wide range of topics. Without volunteers, class sizes would be around 20-25 students. Parents and community members 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, including 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 make a partial committment?

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 volunteers to organize a Pod, or find out if there are Pods already planned that just need extra help.

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. Your child's Sojourner education will be enriched with Violin, Spanish, Orff, Flow and more.

Two community/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 NCSD and the funds needed to maintain our program's educational goals. It has always been the Sojourner philosophy that fundraising NOT fall on our students' shoulders.

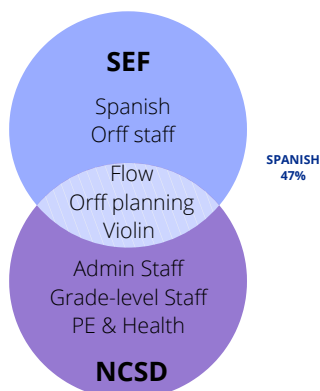
Our goal is to offer advance notice on the importance of fundraising to the success of our Program so your family can become familiar with the structures that make our current programming possible and begin planning for how you can help. Thank you in advance for your commitment to Sojourner School!

SEF & PTA Partnership

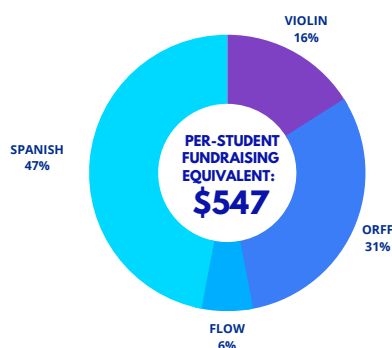
	SEF	PTA
Purpose	Staff salaries and program funding unique to our school: Orff, Flow, Spanish & Violin	Funding of special teacher projects and community events: books, courtyard seating, Field Day, Enrichment Nights & more
2023-2024 Fundraising Goal	\$87,457*	~ \$10,000
How \$ is Raised	<i>See column to right</i>	Jog-A-Thon, Dine Out Nights, Box Tops, Bottle Drop

*Each year, the SEF receives a projected cost estimate for the following school year from NCSD to assess the program funding needs of Sojourner, which informs the community of a suggested per-student fundraising equivalent: **\$547 for the 2023-2024 school year.**

Funding responsibility for programs



How suggested contributions are used



SEF Fundraising Participation Opportunities:

Annual Auction- This fun event builds community and is our primary fundraiser. The auction provides highly valued items, including student art, in return for your contribution to Sojourner. Please consider joining the Auction Committee- there are many ways to help! Interest and questions can be sent to Auction@sojournerschoolcommunity.com.

Raffle Sales- Our exciting raffle prize changes each year! Selling tickets can help Sojourner families meet the per-student equivalent. We are currently looking for volunteers to help with this year's raffle. Interest and questions can be sent to SEF@sojournerschoolcommunity.com.

SEF Direct Giving (formerly "Program Appeal")- Direct Giving is a great alternative for families and community members who would prefer to make a direct, tax-deductible contribution. Visit <https://sojournerschoolcommunity.com/program-donation/>

Development Team – We have a team of parents working towards improving our Development strategy and looking for educational grants. If you have experience in any of these areas, we would love to hear from you!

Fred Meyer Rewards- Sign up for the Community Rewards program by linking your Fred Meyer Rewards Card to SEF at www.fredmeyer.com/communityrewards. You can search for us by name or non-profit number **WE112**. You still earn points, rebates, and rewards while Fred Meyer donates to our school!

Merchandise- Visit our [Bonfire](#) store for merch and look for stickers on our website to show your Sojourner pride!

Volunteering at Sojourner

Your commitment to volunteer at Sojourner is an investment in our students' education and deeply appreciated. Our community approaches volunteerism as we do fundraising — by trying to distribute the burden as equitably as possible among our families. **We suggest a goal of 40 volunteer hours per school year-** consider helping at after-hours or weekend events; we welcome grandparents; and younger siblings are able to tag along in some circumstances!

All volunteering and requisite Background checks are coordinated through HelpCounter. Signing up at the beginning of the year ensures you are ready to volunteer as soon as opportunities arise!

✓ Sign up for HelpCounter to volunteer, get news and updates from SEF & PTA at:



✓ Learn more about NCSD Volunteer requirements at:



SEF Board Member & Committees

The Sojourner Education Foundation is a 501(c)(3) non-profit organization dedicated to the preservation of the Sojourner School philosophy, instructional program and organizational model. It is the mission of the SEF to advocate for and support extraordinary educational opportunities for Sojourner students, and to generate and distribute funds that support staffing needs related to this effort. We are always in need of volunteer board members! We currently have needs for someone with human resources experience and/or a legal background, as well as individuals with educational grant writing experience.

- **Fundraising Committees:** Fundraising is a necessity for the Sojourner Program and requires many hours of volunteerism to be successful. Please attend auction, raffle, and development meetings and get involved. There are dozens of ways to participate and help with these important events. Even if you work during the week, we have evening and weekend meetings to accommodate all schedules.

Sojourner PTA Board Member & Events

The Sojourner PTA is a 501(c)(3) non-profit organization devoted to supporting the parents and the teachers at Sojourner school. Our volunteer organization strives to provide a sense of extended community and support to the school, teachers, parents and each child. The PTA hopes each child has equal opportunity to be successful learners. We are always in need of volunteers to help with PTA programs and raising money to support our goals. Some event examples include:

- **Enrichment Nights** are family-friendly, community evening events. Themes sometimes tie to school and sometimes are just for fun. Enrichment Nights are completely volunteer-run.
- **Jog-a-Thon** is a Fall community fundraiser. We need families to support their children's efforts by helping to get pledges and provide day-of assistance.
- **Field Trips** are announced by Sojourner staff with requests for volunteer chaperones.
- **Field Day** is an end of year celebration and day of fun! Volunteers contribute supplies, help serve food, and participate/oversee multiple fun activities for the kids.
- **Staff Appreciation Events** are chances for our community to help celebrate and shower our staff with appreciation by treats, small homemade gifts, and flowers.
- **Violin Helpers-** Daily violin tuner, classroom helpers, and volunteers are needed to manage and run the violin loan program. No experience needed!
- **Classroom Volunteers-** Specific needs vary depending on the classroom & District policies, and will be communicated through Help Counter as they arise.
- **Pods-** See pg. 5 for more info about our community-supported electives program
- **Swim Days-** We need *many* volunteers to get Sojourner students safely in the water at North Clackamas Aquatic Park each June for bodily-kinesthetic learning, and of course fun!

School Day Support