

Welcome into the New Year! This is a time when everything rebounds full-throttle. Mission and vision statements are being reviewed. Parents are finding clarity on what has worked in classrooms, and what needs to be improved. A "Schooling the Imagination" Conference is being planned for March 29. Kindergarten rooms are being renovated. The 2008-2009 Admissions process is starting. The silent auction is in planning. You will read of immediate concern for improving student behaviors and classroom management. The calendar is shifting.... This is a straight ahead time at Journey! Remember, the doors to Administration are always open. And in an accelerating time like this, we most particularly value your thoughts and concerns!



**REMINDER:**

**Monday January 21 is a school holiday to honor the life and sacrifice of Martin Luther King, Jr.**

**School and offices are closed.**

**Martin Luther King, Jr.** (January 15, 1929 – April 4, 1968), was one of the main leaders of the American civil rights movement. A Baptist minister by training, King became a civil rights activist early in his career, leading the Montgomery Bus Boycott and helping to found the Southern Christian Leadership Conference. His efforts led to the 1963 March on Washington, where King delivered his "I Have a Dream" speech, raising public consciousness of the civil rights movement and establishing King as one of the greatest orators in American history. In 1964, King became the youngest person to receive the Nobel Peace Prize for his efforts to end segregation and racial discrimination through civil disobedience and other non-violent means.

King was assassinated on April 4, 1968, in Memphis, Tennessee. He was posthumously awarded the Presidential Medal of Freedom by President Jimmy Carter in 1977. Martin Luther King Day was established as a national holiday in the United States in 1986. In 2004, King was posthumously awarded a Congressional Gold Medal.

Source: <http://en.wikipedia.org/wiki/MLK>

# SCHOOLING THE IMAGINATION

## *Inviting the Creative Arts Back Into the Public School Classroom*

Multiple brain research studies have found that the Arts can underlie a quality early childhood education. Sean Brotherson, Family Science Specialist at North Dakota State University, summarizes important steps to enhance child development at <http://www.ag.ndsu.edu/pubs/yf/famsci/fs611w.htm> . He describes three activities “that contribute to overall brain development”—namely music, art and physical activity. First, music engages all aspects of the brain and stimulates multiple aspects of brain functioning. Children should be exposed often to many different kinds of music, but especially rhythm, rhyme, and repetition in music and songs.

Second, art engages a variety of the brain's areas that help children learn emotion, cognition and memory. Children should receive many opportunities to draw, paint, craft and create using different types of art.

Third, physical activity and movement help stimulate much brain growth and facilitate key connections for learning. Regular exercise and engagement in all varieties of physical activity are critical for healthy brain development in children.

This sounds like it was written by a Waldorf educator, though it was not. Unfortunately, this understanding is unavailable in mainstream public education, threatened for years by budget cuts and now often focused on teaching to the test. Randi Weingarten, President of the United Federation of Teachers, laments, “What we have lost in the demand for accountability is the rich, well-rounded education that we all want our children to have.”

But times are changing, and there is present opportunity for resuscitation of arts education in the Charter School Movement. Many charters favor an arts-based curriculum. In Orange County, for example, both Journey School and the Orange County High School of the Arts (OCHSA) represent this movement. Journey's dual curriculum has been approved by the District. Not only is it in line with the arts recommendations from brain research, it also represents over eighty years of experience and experimentation among Waldorf private schools.

On Saturday, March 29, 2008, Journey School will host a conference to explore Arts and Education in the Charter School movement. Titled “Schooling the Imagination,” the conference will explore arts education and brain research in the context of early childhood education. The keynote speaker is Waldorf advocate and author Joseph Chilton Pearce, known by his advocacy of teaching both brain and heart, preserving childhood, and cultivating imagination in education. An afternoon lecture by Patti Connolly will place the Journey curriculum in context of brain research. And morning and afternoon breakout sessions will demonstrate the creative elements of the curriculum in many subjects and classes.

We are also honored to welcome Ms. Candace Young to this event. Ms. Young is the CEO of the California Charter Schools Association, California's charter school membership and support association, which works to increase student achievement by supporting and expanding California's quality charter public school movement. Another guest is Shining Mountain Waldorf School graduate Calla Rose Ostrander, who is now the Global Warming Project Director for the City of Aspen. Both women, in addition to a representative from the O.C. Waldorf High School, will take part in a late-afternoon panel discussion that will permit direct questions. Mr. Connolly will moderate this panel. Be sure to calendar March 29—this is a must-do event. More information will be forthcoming.

This conference also presents an opportunity for Journey parents to become more personally involved in the life of the school. Perhaps you would like to help celebrate the Journey vision—and its remarkable success—while earning volunteer hours. Parents are requested to help with planning, publicity, registration, lunch catering, etc. If this would interest you, please contact Diana Graber at (949) 489-9330.

## STUDENT DISCIPLINE OR STUDENT CHOICE?

By John Bennett

To some, the phrase "student discipline" is anathema. To others, "discipline" is what Journey needs more of. This seems a large divide, though probably no one disagrees with a desire for better student behaviors. Our concern is to adopt to a program consistent with the Journey mission to empower students to be "self-motivated" and optimally developing "social-emotional well being." (Journey Mission statement) Now you may not know this, but there are already two behavior pieces promoted at Journey. Teachers already speak of NVC or "non-violent communication", promoting empathy in line with Direct Communication. And teachers are promoting the "Social Inclusion" program of Kim John Payne, which intends to reduce and redirect bullying. But where is the piece about student classroom behavior? Having discussed this with other Waldorf Administrators, I am prepared to mention an *outstanding* program which would complement these other pieces.

This is a program titled "Discipline without Stress, Punishments or Rewards" created by Dr. Marvin Marshall. You can read more at <http://www.marvinmarshall.com/>, or order and read his book of the same title. His is a program which teaches moral development by raising student self-awareness. It is all about improving behavior by helping students become aware of their choices along a continuum from classroom anarchy to classroom democracy. Students are continually called to reflect on *caring, virtue, fairness, respect, responsibility, and trustworthiness*. Additionally, there are many directives for teachers' curriculum and instruction, even to including effective steps in lesson planning.

To sum up the value of managing student choice, I would like to quote from page 220 of Dr. Marshall's book (2<sup>nd</sup> edition): "Choices are a critical component of fostering responsibility and influencing behavior. The reason is that choice brings ownership; it fosters a sense of independence and also empowers. Offering options engages a youngster in cooperation and is much more effective than giving commands. The choices can be limited, but the sooner a young person starts to make choices, to exercise decision making, the more responsible the youngster becomes.... As adults can make choices to change behaviors, so can young people. Change is a product of a decision, and decisions are possible only when there are choices. Therefore, offering choices paves the way to change behavior. Remember that young people exercise choice without parents' permission. A powerful choice is to do nothing. Adults call this defiance. The most effective way to avoid this is for the adult to offer choices."

Perhaps you have not thought about this so clearly; but to be consistent and successful as a school, it is important we speak the same language. I recommend anyone interested in this profound topic go to the website, and read the materials. The more that we can be on the same page, the more effective will be our message, and the better behaved will be our students.

## REVIEW OF JOURNEY CLASS MANAGEMENT AND BEHAVIOR PHILOSOPHY

### WALDORF & JOURNEY PHILOSOPHICAL GUIDELINES

Children must learn to truly love and respect themselves. (JS Parent Handbook)

Every student shall have a clear understanding of how their actions affect others. Our goal is to encourage the child to "right the wrong" and do better in the future. (JS Parent Handbook)

The Parent is responsible for discussing the problem with the child, assisting the child to correct the behavior, and working with the Child Study Team. (JS Parent Handbook)

Each teacher is fully responsible for the discipline in his or her classroom.  
(JS Parent Handbook)

Journey emphasizes a positive approach to discipline in which the student is gradually led towards an experience of self-discipline. (JS Parent Handbook)

"The character of interventions should at all times be congruent with the school's perception of the developmental stages of the child." (Woodland Star Charter)

"Disciplinary interactions will be conducted in a non-punitive manner with the goal of identifying and addressing unmet student needs that might be contributing to behavior problems, and encouraging the student to learn behaviors that are necessary for successful class participation." (SunRidge School, Grades 5 and above)

Use of Toys, trading cards, or sports equipment as reward must be approved by class teacher. (JS Discipline Policy And Procedure 6/26/03)

Use of Gum, candy, soda, juices, and other junk foods as reward is prohibited  
(JS Discipline Policy And Procedure 6/26/03)

### CLASSROOM MANAGEMENT SYSTEMS (JS Discipline Policy and Procedure 6/26/03)

Each teacher will develop a class management system appropriate for that age level to help the children understand and integrate these guidelines and rules into their daily activities. Students will be approached in a dignified manner and asked to comply with the standards of behavior.

The child's behavior may be re-directed by sending her or him to another class for a period of time or the remainder of the day.

The child's behavior may be re-directed by sending her or him to the office for a period of time or the remainder of the day.

The child's behavior may be re-directed by having them do an activity, (such as, but not limited to, reading, drawing, crafts outside of the classroom but within supervision of Journey School staff.

The child may be required to stay in the classroom and clean up during playground time.  
(Note: The loss of recess time is not favored by some parents.)

The child may receive natural consequences as a result of their actions. For example, if a child soils another's clothing, the child may be required to clean the effected clothing.

The teacher may tell a pedagogical story to the class that focuses on a specific disruptive or disrespectful behavior, (Pedagogical means in this case indirect communication and involves the child within the group).

EXAMPLES OF RECOGNITION BY TEACHER (JS Faculty Meetings 11/7/07, 11/14/07)

Use positive recognition (You did it! Good job!)

Place a note of recognition on student's desk

Publicized and recognize quality student work

Allow to spend extra time with teacher

Phone a commendation to parent

## **Intent to Re-enroll**

Please remember to turn in your "Intent to Re-enroll" forms to the office by January 31

## Journey School Calendar School Year 2008

Wednesday Coffee House (8:30-10:00 AM) Every Wednesday!

All School Family Games Night (potluck 6-7PM, games 7-9PM)	January 18
Martin Luther King Day-school holiday	January 21
All School Work Day	January 26
Class Meeting night and Parent Education Evening	January 30
Re-enrollment deadline	January 31
Open enrollment begins	February 1
Parent Education Workshop	February 1-2
Mid-Winter noon shadow marking	February 5
Journey School Information Meeting for new parents (7-9PM)	February 5
Parent Cabinet Meeting (9:00AM-12:00)	February 6
International Festival	February 6
Governance Groups' Meeting (PC, Faculty Council) (3-5:30PM)	February 6
All School Work Day	February 9
Council Meeting	February 12
Classroom Walk Through for interested parents	February 12
Journey School Information Meeting for new parents (7-9PM)	February 12
Coffee, Questions and Connect with Administrator (8:30AM)	February 13
Class Play	February 14-15
President's Week/Teacher's Conferences-school holiday	February 18-22
Classroom Walk Day for interested parents (8:30-10:45AM)	February 26
Coffee, Questions and Connect	February 27
7th and 8th grade Track Meet (8AM-3:30PM)	February 29
All School Family Bingo Night	February 29
Journey School Information Meeting for new parents (7-9PM)	March 4
Classroom Walk Through for interested parents (8:30-10:45)	March 4
4th/7th Grade STAR Writing tests	March 4
Parent Cabinet Meeting (9:00AM-12:00)	March 5
All School Work Day	March 8
Open Enrollment closes	March 10
Coffee, Questions and Connect with Administrator (8:30AM)	March 12
Class meeting night and Parent Education evening	March 12
Council Meeting	March 13
CORE tests for 6/7/8th	March 17-25
Vernal Equinox noon shadow marking	March 20
Grandparent and Special Friends Day	March 21
Eurythmy assembly	March 27
Schooling the Imagination Conference (8AM-5:30PM)	March 29
Parent Cabinet Meeting (9:00AM-12:00)	April 2
Class Play	April 3-4
Spring Break begins-dismissal @ 12:35	April 4
"Mars" observation party with Mr. Bennett	April 5
Spring Recess-school holiday	April 7-12
School Resumes	April 14
CORE retest for Middle School	April 14-18
Coffee, Questions and Connect with Administrator (8:30AM)	April 16
Council Meeting	April 17

All School Work Day	April 19
Open House and Parent Education evening	April 23
Class play	April 25
May Faire	May 2
Mid-Spring noon shadow marking	May 6
Parent Cabinet Meeting (9:00AM-12:00)	May 7
New Parent Orientation meeting	May 7
Council Meeting	May 8
Dinner Party and Spring concert	May 9
STAR Testing	May 12- 23
Coffee, Questions and Connect with Administrator (8:30AM)	May 14
New Parent Orientation meeting	May 14
Class Play	May 16
Medieval Games –Pending committee review (8AM-3:30PM)	May 17
CORE testing for 2-5th grades	May 19-30
Class Play	May 23
Memorial Day-school holiday	May 26
CORE retests	June 2-6
Coffee, Questions and Connect with Administrator	June 4
Parent Cabinet Meeting (9:00AM-12:00)	June 4
5th Grade Class Play (school performance)	June 5
8th Grade Class Play (public performance)	June 5-6
5th Grade Class Play (public performance)	June 6
Get Ready for Summer Beach Party!	June 7
5th Grade camping trip	Week of June 9
Coffee, Questions and Connect with Administrator (8:30AM)	June 11
Council meeting	June 12
Last Day of Kindergarten	June 13
Class Play	June 13
Class Play	June 19
Last day. Pre-Solstice noon shadow marking; dismissal @ 12:35	June 20
8th Grade Graduation	June 20

Pentathlon.....tbd

Class trips.....tbd

Auction....tbd