

A publication of Sedona Charter School
K-8 Tuition-free Montessori School

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You Are What You Eat

Teaching the Whole Child

Leapin' Lizards and More!

Much Given, Much Required

Box Tops for Education

Girls on the Run



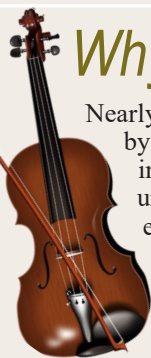
academic excellence ...

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Roadrunner report

music notes >>>



Why Strings? Part Six

Nearly everyone enjoys music, whether by listening, singing, or playing an instrument. But despite this almost universal interest, few schools emphasize the many benefits that music education brings. Our Strings Program can and does enrich students' lives and education. Here are three final reasons why music education is so important, and how it offers benefits even beyond itself.

18. Kids learn teamwork: All musical education programs require teamwork as part of ensembles, orchestras or bands. In these groups, students learn to work together and build camaraderie. Students realize how their particular part fits into the whole, further showing them how they fit in with others as a person.

19. Handling fear: Performing a musical piece in front of an audience may bring fear or anxiety. Doing so teaches kids how to deal with fear, helping them achieve more success in reaching their potential.

20. Better self-confidence: With encouragement from teachers and parents, students playing a musical instrument build pride and confidence. This not only fosters self-esteem but is likely to develop better lines of communication in all areas of life.



Peace Is Not Just a Symbol

Sedona Charter School celebrated the International Day of Peace on Friday, September 21st along with many people across our nation and across the world. This year's theme, *The Right to Peace*, celebrated the 70th anniversary of the Universal Declaration of Human Rights adopted by the United Nations General Assembly in Paris on December 10, 1948.

Students have been anticipating this day, doing lessons and making peace crafts in preparation for the event, and they were all very excited to join in. The energy amongst our students was incredible!

Lower Elementary participated in Pinwheels for Peace again this year, a program started in 2005 where children write peaceful thoughts and pictures on pinwheels. The spinning of the pinwheels

in the wind depicts spreading thoughts of peace and joy to the entire world.

Our peace day activities began early in the morning with Lower Elementary and Middle School students walking to the corner of Dry Creek Road and 89A and waving peacefully to drivers. The peace day assembly kicked off at 1 pm with students presenting the entire program. It included a history of international peace day, students sharing peace poems, several peace performances including dance and musical performances by our very talented students as well as the traditional Montessori peace song, "Light a Candle for Peace," written by Shelley Murley. The assembly finished with students and teachers forming a peace symbol and sharing their thoughts of peace with one another.



DON'T MISS THE FIRST BOX TOPS FOR EDUCATION DEADLINE - 10/19/18 - SEE ASK A VOLUNTEER INSIDE!

lower elementary >>>

Teaching the Whole Child

In Lower Elementary, we are continuing to normalize our students. We have created a completely new system this year and the students are experiencing success in both their academic and social growth. As we continue through normalization, we will be adding new materials, systems and work until the students have been introduced to every area of our classroom.



Our goal, once students are normalized, is to have every student complete the following each week:

two SRAs (leveled readers); two clock works; a vocabulary list; a cultural work such as zoology/botany, geography or history; geometry; and a foreign language. They will also be required to do mathematics, language and grammar daily. In addition, we will be introducing literature circles and writing groups in the

coming weeks.

montessori >>>

Did You Know?

Montessori classrooms do not have individual desks for every student.

Our classrooms are designed to provide freedom of movement and space to select activities so that children develop emotionally, physically and intellectually at their own pace. Within a framework of respect for the rights of others, each student learns to take responsibility for his or her own actions and learning. Of course, our focus on peace and being environmentally responsible underlies every facet of our extensive Montessori curriculum.

Dr. Montessori felt that the only way to achieve world peace was through the education of children. By teaching young children to value peace among all people as well as to care for the earth, her hope and vision was to create a positive future for all.

The teacher's role is to observe the child, prepare the environment, guide students in the use of learning materials, and be a positive role model for interpersonal relationships. The teacher works as a partner with each family to combine knowledge of child development, Montessori theories, daily observations of the children, and personal experience with the family's knowledge of their child in order to guide individual children in reaching their fullest potential.

In our classroom, students have a three-hour work period which allows them the freedom and time to do their work in a manner that best suits their individual personalities and learning styles. They are free to work at a traditional desk, floor desk or rug which holds space for their developing bodies. We expect all students to complete their work during this time and will not be sending home homework.

Montessorians for young students believe that "homework" is work in the home. Therefore, we would like to encourage you to have your children help around the home. They can do "beautification jobs" like washing dishes, sweeping, vacuuming, dusting, cleaning their room, pulling weeds, building something with a family member or family friend, or learning about auto mechanics or computer science. Students should also be introduced to sitting with adults and having conversations during shared meal experiences such as technology-



free family dinner time or eating out at restaurants.

We encourage you to expect these things from your child just as we expect them in our classroom. At the end of every day our students have a "beautification job" for which they are responsible. We teach them to care for the prepared environment because it belongs to us all.

Since today's students are tomorrow's future, we aim to teach the whole child. Therefore, we not only emphasize academics but community, interpersonal relationships and acceptable behavior at school, at home and in the community. Please help us to hold space for their inquisitive minds and push them to reach their full potential.

Onward!

upper elementary >>>

Leapin' Lizards and More!

Pets are an essential part of a Montessori classroom environment. This year, we are excited to have a representation from every class of vertebrates grace our classroom, (mammals, amphibians, reptiles, fish and birds). We started our year off with *Doogs*, a returning member of our class community, representing the fish classification. He strongly believes in the motto "just keep swimming" as he enters his third year on the planet and second year in our classroom.



In the first week we added the green anoles' habitat. Students prepared the habitat by planting grass seed in rich soil to create the producers in the environment. Once the grass grew, they added earthworms, the decomposers.

Not long after, they were able to add the green anoles, the consumers.

Students are doing a great job taking care of these reptiles while learning about food chains and webs. They have become quite adept at catching the crickets and really enjoy observing the behavior of the animals. Six winners will soon be chosen

for the best persuasive essay on "Why I am the best choice to adopt an anole." If they are selected, the winners will be able to create their own habitat at home and adopt one of these green beauties.

Last week, we added two mammals, (guinea pigs) to our classroom menagerie. Four 6th year students went to PetSmart armed with an agenda and questions for the employees to answer about the needs of the pets we hoped to procure and the cost of creating their habitats and meeting their nutritional needs. The employees were extremely helpful and patient with our budding biologists and gave us a deal we couldn't refuse. After comparing prices and working within a budget, the students purchased the cage, bedding and food to create a comfortable home for our new friends.



Later this month, we will be allowing students to sign-up to "adopt" the guinea pigs over the weekends and upcoming holidays (with parents' permission, of course). Which vertebrates will be coming next? Amphibians? Birds? Stay tuned.

Much Given, Much Required

Adolescence is the passage to adulthood. Parents and educators know that maturity is not just something that happens; it develops only with adult assistance. Too often, adolescence becomes an artificially extended childhood or a rush to adult behavior rather than the training ground for mature adulthood. Independence and a sense of responsibility are two primary markers of maturity.

With that being said, being part of Sedona Charter School's Middle School community is a tremendous opportunity for each of our students to grow and mature in a safe learning environment. During their stay in our classroom, students can volunteer to participate in three major activities to help foster independence and responsibility: Montessori Model United Nations (MMUN), Odyssey of the Mind, and Mountain and Sea Adventures.

MMUN offers students the chance to act as United Nations delegates, collaborating with other adolescents from around the world in solving relevant, real-world issues. As you may not know, MMUN is the only Model UN program that has permission to not only visit the United Nations' General Assembly, but also sit in the delegates' seats and give speeches at the podium. This is an incredible honor, and we feel fortunate to have been rendered such a remarkable gift.

Odyssey of the Mind is an international, creative, problem-solving program that engages students in learning by permitting their knowledge and ideas to awaken in an exciting and dynamic environment. Participants build self-confidence, develop life skills, and create new friendships through which they are able to recognize and explore their true potential. It is a great opportunity to learn while having fun.



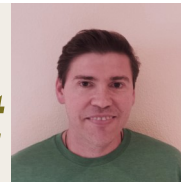
Mountain and Sea Adventures provides our 8th graders the chance to dive into the realm of marine

science while participating in the well-earned rite of passage to high school. The five-day camp is located in the beautiful Emerald Bay of Santa Catalina Island. This experience of a life-time is filled with informative labs and hands-on activities that include snorkeling, kayaking, and hiking. Participants learn how to implement the scientific method, how to keep a field journal, how to take organized field notes, and how to develop valid scientific hypotheses.

Because these activities far exceed the typical class field trip, they carry a high price tag for participation. As such, the Middle School has set aside the month of October for fundraising. We are holding our 2nd Annual Peace at Heart Gala on October 28, 4-7 pm. This gala features an appetizing dinner, student entertainment, silent and live auctions, as well as raffles. Please reserve this date on your calendar to attend this spectacular event and help a worthy cause!

In addition, Chipotle is supporting our efforts by hosting a fundraiser on Saturday, October 13, from 4-8 pm. Thirty-three percent of the proceeds will be donated to our Middle School class. Please join us for some delicious burritos while helping us gain independence and maturity.

Letter from the President



When you feed yourself what your body needs when it needs it, that's love.

-Kathy Freston

Hello Everyone,

Believe it or not, food has been proven to enhance student performance in school. Let's discover which foods are key for maximizing our children's performance, and the foods we should avoid. Some of what you learn may be surprising.

While most people think of the glycemic index as controlling diabetes, it can be very beneficial in all our lives. Before we get into the kinds of food that are best, it is important to understand why the glycemic index is important. Currently athletes use low glycemic index diets to improve their endurance. When it comes to our students, low glycemic index foods can improve mental endurance. Also, people trying to lose weight can do so successfully by eating low glycemic index foods.

So, what is the glycemic index? The glycemic index measures how high and how fast a particular food raises a person's blood sugar. Each food has a glycemic value assigned to it that ranges from 0 to 100. Foods low on the glycemic index (<55) gently maintain steady blood sugar thus supplying the body with continuous energy. Foods high in glycemic index cause blood sugar levels to rise (and fall) quickly. Therefore, a student consuming a high glycemic index food will typically have an energy boost (that can make them hyper) followed by a quick drop in blood sugar that causes the child to become sluggish and inattentive.

Low glycemic index foods include most fruits (strawberries, apples, peaches, grapes etc.), vegetables (carrots, beans etc.), grains (rice, quinoa, oats), nuts (almonds, peanuts etc.), cheese and foods sweetened with raw honey instead of sugar. Fiber and fat in the meal can also lower the glycemic index of the food you are eating.

Foods that should be avoided because of high glycemic indexes are sugary cereals, corn muffins, processed foods and concentrated juices. Remember, you are what you eat, so choose wisely!

Respectfully yours,

Steven Paley, President
Sedona Charter School Governing Council



ask a volunteer >>>

Q: Why Collect Box Tops for Education?

A: Since 1996, the Box Tops for Education program has helped schools across America earn cash for the things they need. These little pink coupons appear on most items you purchase every day. Each Box Top is worth 10 cents and SCS can earn up to \$20,000 per year from this simple program.

Our volunteers spend a lot of time every year collecting, sorting and redeeming Box Tops for Education because they are "cash in our hands" without being "cash out of your pockets." If every family cut just 100 box tops throughout the year (a mere 10 per month), SCS would earn \$1,000. Imagine what we could do with 10 per week!

This is the simplest, most cost effective way to raise dollars for our school. We all shop. We all buy products. Keep your eyes open for brands with the little pink box top and take the time to clip and turn them in to your teachers. Our first collection deadline this year is October 19th. **WE CAN DO THIS!** Let's get that cash rolling in.



staff >>>

Lower Elementary: Katarina Houser, Amy Tedrick, Amy Alexander, KC O'Connor, Deborah Williams, Dolores Biermann, Heidi Glenn
Upper Elementary: Suzi Ashley, Maija Alanen, Lisa Mercer, Mackenzie Pace, Jacquie Randall
Middle School: Lauren Rondeau, Laurie Altringer, Ana Hansen
Orchestral Strings: Kristina Beachell
Drama: Lauren Hendler
Administration: Alice Madar, Jannette Villalobos-Gil, Stephanie Knight
Title I: Bob Wentsch
Special Education: Lucy Schwill, Cynthia Tyler



looking ahead >>>

November 2018

Classroom Happenings

Ask A Teacher

Around Campus

Winter Holidays Around the World



around campus >>>

The Finish Line is Just the Beginning

Girls on the Run is in its 5th year here at Sedona Charter School with 13 girls participating in this after-school program like no other. Girls on the Run is a physical activity-based positive youth development (PYD) program designed to enhance girls' social, psychological and physical skills and behaviors celebrating all that makes them unique. The life skills curriculum is delivered by trained, caring and competent coaches (Jillian Anderson, Jolene Flores, Kristina Paley and Danielle Carstens), and nearly 97% of participants said they learned critical life skills including managing emotions, resolving conflict, helping others and making intentional decisions.

The curriculum targets improvement of competence, confidence, connection, character, caring, and contribution in young girls through lessons that incorporate running and other physical activities. Girls explore and

discuss challenges they face and develop important strategies and skills to help them navigate through life. They learn to manage emotions, help others, make informed decisions and resolve conflict. These new skills are used at home, at school and with friends, with 91% of girls crediting Girls on the Run with their ability to choose the right friends and think before acting.

The program inspires girls to build lives of purpose so that they can make meaningful contributions to their community. This comes to life through a key element of the curriculum when each team creates and executes a community service project.

Physical activity is woven into the program to inspire an appreciation of fitness and to build habits that lead to a lifetime of healthy activity. Important social, psychological, and physical skills and abilities are developed and reinforced throughout the program. At each season's conclusion, the girls and their running buddies complete a 5K running event which gives them a tangible sense of achievement as well as a framework for setting and achieving life goals.

You can get involved by cheering our girls on, or running with them, at the celebratory, non-competitive, season-ending 5K event.

Statistics show that girls who were the least active at the start of the program increased their physical activity by 40% and maintained this increased level beyond the end of the program. So, lace up those shoes and join us Saturday November 10th at Ft. Tuthill County Park in Flagstaff at 10 am—register online at www.GOTRNA.org/5k.

Girls on the Run honors its core values, striving to:

- Recognize our power and responsibility to be intentional in our decision making
- Embrace our differences and find strength in our connectedness
- Express joy, optimism and gratitude through our words, thoughts and actions
- Nurture our physical, emotional and spiritual health
- Lead with an open heart and assume positive intent
- Stand up for ourselves and others

learn. dream. live. run.





Sedona Charter School

OCTOBER 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 	5 	6
			MS VERDE OVERNIGHT		HOLIDAY WEEKEND	
7	8 	9	10	11 	12 	13 
14	15	16 Governing Council Mtg. 3:45 pm	17	18	19 	20
21	22	23	24 	25	26 UE FALL CAMPOUT — TUCSON	27
28 	29	30 	31	Looking Ahead: November 7—Early Release Wednesday November 12 — Veterans Day Observance, No School November 16 — Thanksgiving Meals in the classrooms November 17-25 — Autumn Break		