

Palmarium

The Classical Academy exists to assist parents in their mission to develop exemplary citizens equipped with analytical thinking skills, virtuous character, and a passion for learning, all built upon a solid foundation of knowledge.



Reflections on Love



Martin Luther King, Jr.
(1929-1968)

●●●●● Assorted Quotes

Darkness cannot drive out darkness: only light can do that. Hate cannot drive out hate: only love can do that. *Martin Luther King, Jr. (1929-1968)*

Love all, trust a few, do wrong to none. *William Shakespeare (1564-1616)*

Tis better to have loved and lost
Than never to have loved at all. *Alfred Tennyson (1809-1892)*

Time passes slowly when you're searchin' for love. *Bob Dylan (1941-)*

To love at all is to be vulnerable. Love anything and your heart will be wrung and possibly broken. If you want to make sure of keeping it intact you must give it to no one, not even an animal. Wrap it carefully round with hobbies and little luxuries; avoid all entanglements. Lock it up safe in the casket or coffin of your selfishness. But in that casket, safe, dark motionless, airless, it will change. It will not be broken; it will become unbreakable, impenetrable, irredeemable. To love is to be vulnerable. *C.S. Lewis (1898-1963)*

There is no remedy for love but to love more. *Henry David Thoreau (1817-1862)*

If you would be loved, love, and be loveable. *Benjamin Franklin (1706-1790)*

Above all, don't lie to yourself. The man who lies to himself and listens to his own lie comes to a point that he cannot distinguish the truth within him, or around him, and so loses respect for himself and others. And having no respect he ceases to love. *Fyodor Dostoyevsky (1821-1891)*

Contents

Page 1 Various Quotes on *Love Reflection*

Pages 2-3 *Love* article by Rebecca Sanford, Central Elementary *Thoughts*

Pages 4 Strengthening OUR Core *Core II*

Pages 5-6 Classroom Visits - *Stick Bugs Happenings Plus*; State Assessments

Page 7 *Beyond the Book Club* info; Blaise Pascal on *Love*

Page 8 Upcoming Due Dates for *Due Dates* DAS + Compliance Corner

Page 9 *Love* Poster: Thomas Jefferson Letter to Daughter

- Whole Person Focused
 - Relationship Based
 - Classically Oriented
 - Idea Centered



The Many Splendid Things of Love

by Rebecca Sanford (Central Elementary 5th Grade Teacher and Character Lead)

Love . . . "is a many splendid things" to quote the song written by Sammy Fain and Paul Francis Webster back in 1955. According to Merriam-Webster love takes on many different definitions. Two definitions from their list resonated with me: Love: **1a(1)**: strong affection for another arising out of kinship or personal ties <maternal love for a child> **4a**: unselfish loyalty and benevolent concern for the good of another: as (2): brotherly concern for others.



Our Titan's Creed speaks to the strong affection for another arising out of kinship or personal ties, and an unselfish loyal and benevolent concern for the good of another (Merriam-Webster). This past summer, I had the opportunity to act on the second part of the definition which I believe mirrors what we try to teach as we live out the Titan's Creed.

As many of you know, I go to Rwanda in the summers and teach English. As is the case for many when working in a developing nation, one finds themselves developing an unselfish, benevolent concern for the good of the people we interact with when doing any humanitarian work. I have gotten to know a handful of Rwandans through my years teaching English. These young orphaned adults have very little, yet they strive to have a rewarding life like all of us.



These young adults now want to get married. There are many hurdles for an orphan to marry and that's not even dealing with the finances. The American woman I work with in Rwanda told me last March that there were around seven to eight couples who wanted to marry. I was fully aware of the hardships for these young couples. One such hardship was how could the bride afford to rent a wedding dress. The brides rent their dresses, but they wear several different outfits for three different ceremonies that take place in their culture. Two of the ceremonies require a western gown and bridesmaid type dress. This can really add up financially. [continued on the next page]

CHARACTER STRENGTHS

LOVE in *Character Strengths and Virtues* is love for the individuals who are our cognitive, behavioral, and emotional strength. Love is love for the individuals who are our strength and to be available to us when needed. They make us feel safe, and we are distressed by prolonged separations from them. The prototype of this form is a child's love for a parent. Another form is love for the individuals who depend on us to make them feel safe and cared for. We comfort and protect them, assist and support them, make sacrifices for their benefit, put their needs ahead of our own, feel happy when they are happy. The prototype of this form is a parent's love for a child. The third . . . prototype is romantic love. Individuals with this strength would likely agree with the following: there is someone with whom I feel free to be myself; there is someone I trust to help and support me; there is someone I hate to be away from for very long; there is someone for whom I would do almost anything; there is someone whose happiness matters as much to me as my own; there is someone whose welfare I am committed to; there is someone in whose company I feel deep contentment; there is someone I am passionate about (304-305)."

CLASSIFICATIONS and DEFINITIONS: In their chapter on *Virtues*, Peterson and Seligman write: "Love represents a stance toward others that takes three prototypical forms. One primary sources of affection, protection, and care. We rely on them to make our welfare a priority and to be available to us when needed. They make us feel safe, and we are distressed by prolonged separations from them. The prototype of this form is a child's love for a parent. Another form is love for the individuals who depend on us to make them feel safe and cared for. We comfort and protect them, assist and support them, make sacrifices for their benefit, put their needs ahead of our own, feel happy when they are happy. The prototype of this form is a parent's love for a child. The third . . . prototype is romantic love. Individuals with this strength would likely agree with the following: there is someone with whom I feel free to be myself; there is someone I trust to help and support me; there is someone I hate to be away from for very long; there is someone for whom I would do almost anything; there is someone whose happiness matters as much to me as my own; there is someone whose welfare I am committed to; there is someone in whose company I feel deep contentment; there is someone I am passionate about (304-305)."

Peterson, C., & Park, N. (2009). Classifying and measuring strengths of character. In S. J. Lopez & C. R. Snyder (Eds), *Oxford handbook of positive psychology*, 2nd edition (pp. 25-33). New York: Oxford University Press. www.viacharacter.org

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York: Oxford University Press and Washington, DC: American Psychological Association. www.viacharacter.org



LOVE: Both loving and being loved; valuing close relations with others
KINDNESS: Generosity; nurturance; care; compassion; altruism; compassion; altruism; "niceness"
SOCIAL INTELLIGENCE: Emotional intelligence; aware of the motives/feelings of self/others, knowing what makes other people tick

The Many Splendid Things of Love (continued from previous page)



I thought that I could pick up a few gowns here and there to take with me when I went to teach. I was sharing the idea with my brother-in-law who was married to my sister who had passed away, at the time, almost two years ago. He asked if I would like to take my sister's dress with me when I went. That meant the world to me since I had made her dress many years ago. The dress arrived at my home two days before the second anniversary of her death. Many memories and emotions flooded my heart and mind.

The thought of what a wedding dress represents settled over me. I could have kept the memories of all the work I had put into that dress to myself, boxed up the dress and with it the symbolism of hope and a new future for a bride. The definition of unselfish loyalty and benevolent concern for those sweet gals in Rwanda who were waiting to be married took over any sentiment that I had toward the dress.

I posted a picture of my sister's dress with a brief story of what I was going to do with these gowns. The next day my Facebook page blew up with comments and questions. Women around the U.S. were sending me dresses! It was as if all of the Mother's of the Bride's were bound and determined to make sure those sweet young brides would have a dress for their wedding. The benevolent concern was paramount to people who will never meet those young brides, but it didn't matter. Love triumphed in a very splendid way. I ended up taking 25 wedding gowns and 36 bridesmaid dresses. With all these dresses, we were able to help the brides and help set up a Bridal Boutique where other brides can rent gowns.

I wish everyone could have experienced what I witnessed as I told the young brides that women from the U.S. were giving their dresses out of a benevolent concern for the good of young women clear across the world. Even through three translations - English to French to Kenyan - these gals may have missed some of the details of the story, but they didn't miss the meaning. Actions do speak louder than words. Care for another human being when it doesn't benefit the giver is a true act of love. The brides emotionally and physically felt concern coming from another human being. That is love.



This is what makes TCA so exceptional. Because our staff is involved with practicing brotherly love outside the classroom in many different avenues, we can share our experiences with our students. This care for other people carries over to our students. In our 5th grade classes, we learn to knit at the beginning of the year.



Throughout the months of November and December, our students knitted scarves and hats to give to a homeless shelter here in town. Our students get to practice brotherly concern for others when different opportunities present themselves. Students on all three campuses have been involved in efforts ranging from projects that require care for large groups, all the way to looking out for the needs of a classmate when help is needed. We don't just talk about respect, care, and love for one another in our classrooms, we live it. These may be small acts and age appropriate acts, but they are shaping our students hearts and minds. Like Aristotle stated years ago: 'Educating the mind without educating the heart is no education at all.' Love truly is "A Splendid Thing" (Fain,S & Webster, P.F.).



www.TCAcore.org

FOUR KEY PROJECTS

Approved for Phase I at Feb board meeting

North Campus Baseball Field

Central Campus Expansion

Officially opened in January 2016

East Campus Playground

Expected completion at end of school year

College Pathways Office Modular

Strengthening Our Core Initiative is a 3-year initiative totaling \$9.4 million. Our challenge is to raise \$2.4 million in addition to the \$7 million received from the sale of the Scarborough property and the bond restructuring. The additional funds will support our core programs and provide additional capital funds to improve our campuses.

Strengthening Our Core Initiative — \$2.4 million, 3 years

Please go to www.TCAcore.org today to donate.

CLASSROOM VISITS

by Wesley Jolly, Director of Academic Services

Each month I've been providing a brief update on some of the classrooms I've been able to visit since the last issue of the PALMARIUM. Since the February edition I've been able to visit another 40+ classrooms and am now nearing my goal of visiting every staff member's classroom this school year. I typically try to spend 15-20 minutes in each room and currently am 86% complete – over 200 classrooms so far. This past month I've been in five of our schools and I must admit I saw more *phasmatodeas* in one place than at anytime in my life. During my visit to **Kelsie Carlson's 1st grade class** at East Elementary I sat right beside an aquarium full of "stick bugs." I had to look up the their

official name when I got back to my office that morning – I knew it had to be more scientific sounding than just *stick bug*. Not only did I learn more about stick bugs as a result of my visit, I also found out that **Ms. Carlson's** first graders wrote a paragraph describing how they feel about their class:

Our classroom is a joyful place to be. We think critically in math, science, history, and language arts. We are nice, encouraging, respectful and helpful towards one another. Our class gives second chances. We forgive and apologize. We keep our promises. Our class has camouflaged stick bugs that are fun to look at and look after. We love our special class!

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STATE ASSESSMENTS

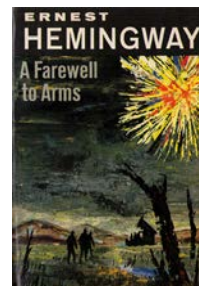
Colorado State Assessments will be taking place once again in the spring. As noted previously, the state is now allowing for **paper and pencil testing**, which TCA will be utilizing this year, at all grades, for all tests. Additionally, the amount of testing has been **reduced by approximately 25-30%**. With these changes TCA will be able to complete testing at all of our grade levels from April 11-21, compared to a mid-March to early-May timeframe in 2015. Last year schools were held harmless (no associated penalty) for failure to meet the 95% state assessment participation threshold. **For 2016, the requirement to assess at least 95% of all students has not been removed**, and failing to meet this requirement could adversely affect our school and district accreditation and/or funding. Not only are these annual assessments required by statute and TCA's charter, we also recognize that valuable and useful information is obtained from these measures that enable us to make decisions about the best methods for helping your child academically. TCA respects parental rights to make these decisions for their children, so if families choose not to test, we have test refusal forms available on our website. Our administration feels that great strides have been made in the assessment arena since the January 2014 TCA board resolution and per Dr. Sojourner's recent video message, we strive, this year, to return to a more normal testing cycle at our schools. Thank you for your support in this endeavor and if you have further assessment related questions please contact your student's principal.



CLASSROOM VISITS

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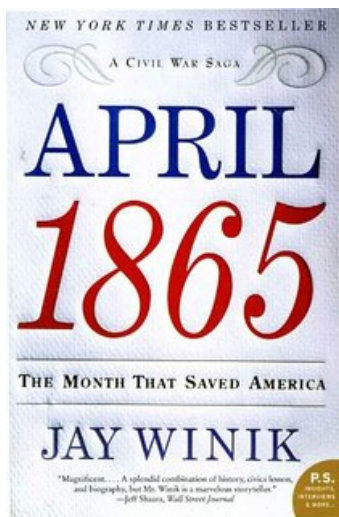
In addition to the stick bugs I got to experience a practice lock down in another classroom and listen to the staff explain the importance of the exercise to their students. **Rachel Egbert's** and **Teresa Greene's** 8th grade *English* classes discussed individual *character traits* as they completed their study of *The Pilgrim's Progress*. The high school juniors in **Cynthia Storrs'** *American Literature* class conducted a trial of the lead character in *A Farewell to Arms*. This effort included bringing in a lawyer from the Air Force Academy to help the student's prepare their case, plus former students (seniors) were able to come back to sit as the judges for the proceedings. **Leigh Anne Lewis'** 10th graders, in her *Art II* class, shared the stories behind their clay sculpting efforts. Finally, in my visit to College Pathway's, **Hannah Tubb** afforded me the opportunity to jump into the conversation about weather fronts in her *Earth Science* class. I was able to share about flying helicopters in the Air Force and how rapidly moving fronts created havoc on a couple missions.



As I do each month, I again must comment on how much we have to be thankful for at TCA for the dedication and passion displayed by our teaching staff each and every day in our classrooms. The students and staff continually strive to live out the Titan's Creed by **taking ownership of and finding joy in learning**. I am looking forward to wrapping up my visits for the year in March and April.

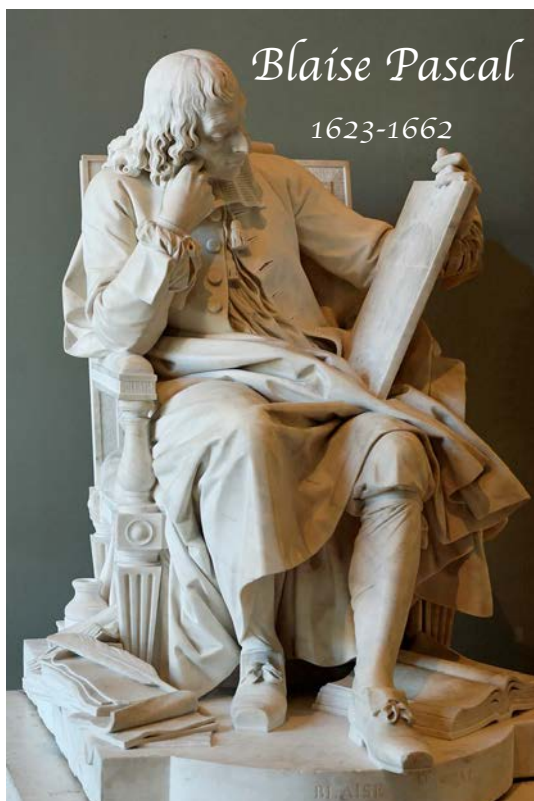
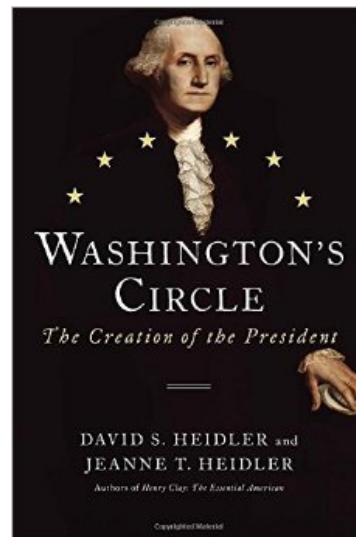


BEYOND THE BOOK CLUB



The final book in our *Engaging Minds* series this academic year for the **Beyond the Book Club** meetings is Jay Winik's *April 1865: The Month That Saved America*. The planned discussion session for this title, on the waning weeks of the Civil War, is tentatively scheduled for April 25 and 27, 2016. We typically have ninety-minute discussion sessions that meet on the selected days at either 4:00 or 6:00 pm. If you would like to join us in April please pick up a copy and read prior to the meeting. Also, if you'd like to make sure you get an invitation to the sessions please send an e-mail to me at wjolly@asd20.org. I hope you are able to join us as we examine this interesting and thought-provoking work.

The first book for next year's sessions, and the topic of our October In-Service, is *Washington's Circle: The Creation of the President*. The authors will be joining us on October 10, 2016 for a discussion titled: *George Washington: Character and Leadership*. More information and book selections are to come as we approach the end of the school year.



Love has reasons
which reason
cannot understand.

Blaise Pascal



Upcoming DAS Meetings and Other Dates:

ALT Meetings (11:00 am-12:30 pm or as noted):

- Wed, Mar 9 ALT Meeting – Colorado Room
- Wed, Mar 30 ALT Meeting – Colorado Room
- Wed, Apr 13 ALT Meeting – Colorado Room (11:00-1:00 pm)
- Wed, Apr 27 ALT Meeting – Colorado Room
- Wed, May 11 ALT Meeting – Colorado Room
- Wed, May 25 ALT Meeting – Colorado Room

Due Dates and Upcoming Events:

- Mon, Mar 7 Cabinet Meeting (10:30-12:00)
- Tue, Mar 8 High School Visit – DAS (8:00-11:00 am)
- Wed, Mar 9 Board Special Meeting (7:00-9:00 pm)
- Thu, Mar 10 East Elementary Visit – DAS (8:00-11:00 am)
- Mon, Mar 14 TCA Board Meeting (6:00-10:00 pm)
- Tue, Mar 15 High School Visit – DAS (8:00-11:00 pm)
- Thu, Mar 17 School Visit TBD – DAS (8:00-11:00)
- Thu, Mar 17 DAS/Compliance Meeting (2:30-3:00 pm)

Mon-Fri, Mar 21-25 SPRING BREAK

- Mon, Mar 28 DAS/CCCI Meeting (8:30-9:30 am)
- Mon, Mar 28 Cabinet Meeting (10:30-12:00)
- Tue, Mar 29 School Visit TBD – DAS (8:00-11:00)
- Thu, Mar 31 School Visit TBD – DAS (8:00-11:00)
- Thu, Mar 31 DAS/Compliance Meeting (2:30-3:00 pm)
- Mon, Apr 4 Cabinet Meeting (10:30-12:00)
- Tue, Apr 5 School Visit TBD – DAS (8:00-11:00)
- Thu, Apr 7 School Visit TBD – DAS (8:00-11:00)
- Mon, Apr 11 TCA Board Meeting (6:00-10:00 pm)



Compliance and Accreditation Corner

Check here for updates on compliance and accreditation items as we move through the year:

SAC BUSINESS TO COMPLETE:

- update SAC bylaws
- DAC Site Plan and SIP Review

ITEMS DUE IN FUTURE:

- Absolutes (Cheri)





Every human being, my dear, must thus be viewed according to what it is good for, for none of us, no not one, is perfect; and were we to love none who had imperfections this world would be a desert for our love. All we can do is to make the best of our friends: love and cherish what is good in them, and keep out of the way of what is bad: but no more think of rejecting them for it than of throwing away a piece of music for a flat passage or two [from Thomas Jefferson to his daughter Martha Jefferson Randolph, 17 July 1790].

A handwritten signature in white ink, which reads "T. Jefferson". The signature is written in a cursive style.