

THE SOULARD SCHOOL

COMMUNITY NEWS

SMALL ACTS MAKE UP AN IDENTITY

Notes From The Leadership:

Sarah Christman, Executive Director

There is a very special, very unique aspect of The Soulard School that can be hard to define. It has operated under many names and is present in many different ways throughout our school community. For years it was simply "in the air" or "a secret sauce." Those magical terms left so much potential on the table. It started as a social-emotional curriculum and grew to be defined by our four pillars: Diversity & Inclusion, Integrated Studies, Child Well-Being, and Community Engagement. **Central to all of this clarity and growth was our ability to connect small acts,** which allowed us to further define the school's identity.

But, this identity does not just belong to the school. It is a collective identity. Naturalist John Muir states, "When we try to pick out anything by itself, we find it hitched to everything else in the universe." While it was the school's responsibility to establish and communicate what makes us, us, it has always been clear, **our identity is directly related to those who make up our community, our universe.** Better said,

the people that surround us, build us.

One of my favorite symbols when discussing the school in this way is a constellation. Take the connections that happen throughout the day, in the classrooms, between staff and with our families. Add the movement around the school as everyone shifts into different roles and interacts with different people. Visualize your student as they transition from classroom work to extended core experiences to recess play and then sitting down to share a meal. Each collection of individuals and experiences forms a constellation. **This building of connections, embracing the moment and value we place on all of the moments that tell our story, is one of the many ways our community remains strong.**

*When we try to pick out anything by itself,
we find it hitched to everything else in the universe. — John Muir*

Save the Date: State of Learning | Sunday 2/23, 5-6PM

The State of Learning is an opportunity to share about school mission, philosophy and development. This has been an eventful year! Lead by Administration, this evening will allow for insight into current and future plans for our school.



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OUR CALENDAR

- 01/25 Open House 10AM – 12PM
- 01/28 Birthday Book Assembly
- 02/04 Parent Coffee: Alchemy Hosts
- 02/04 Tour - Prospective Families 9AM
- 02/13 Parent Association Mtg. 6PM
- 02/14 **School Closed:** Records Day
- 02/14 Application & FFCP Deadline
- 02/17 **School Closed:** Presidents' Day
- 02/20 Board Meeting 6PM
- 02/21 2nd Trimester Ends
- 02/23 State of Learning 5PM
- 02/25 Birthday Book Assembly
- 02/28 **School Closed:** Conferences
- 02/29 Trivia Night Fundraiser
- 03/03 Parent Coffee: Enigma Hosts
- 03/03 Tour - Prospective Families 9AM
- 03/12 Parent Association Mtg. 6PM
- 03/16-20 **School Closed:** Spring Break
- 03/31 Birthday Book Assembly



Notes from the Parent Association

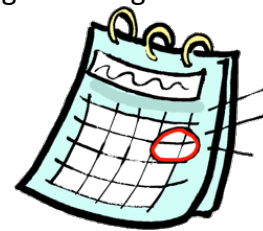
The PA would like to thank everyone for generously giving for the teachers' holiday gifts in December. Over 35 full-time and part-time Soulard School teachers & administrators were each given cash, cookies and beer!

The PA would also like to report that they helped fund a new basketball hoop, as well as donor gifts for Grandparent Scholars. The PA also supported the building of a mini climbing wall on the playground (thank you, Hyser Family!) and committed to purchasing reusable utensils in a push to go more "green" at school parties and social events.

Please join us at our next meeting!

February 13th

in the McGurk's lunch room!



TRIVIA NIGHT FUNDRAISER

Come out and join us for one of our most fun events of the school year, The Soulard School Trivia Night! This year's theme is "Child's Play!"

Put your big kid pants on, bring your inner child and leave your adulting at home!

Our playdate will be:

Saturday, February 29, 2020

The Franklin Room | 816 Allen Ave. | St. Louis, Mo 63104

Doors open at 6PM | Trivia starts at 7PM

Drinks included! | \$250 per 10 top

Contact: kimberly.shead@soulardschool.org to RSVP

THRIVERS INVESTIGATE

How does the Earth's surface provide evidence about plants, animals, and natural processes of the past?

In our geology unit of study, the 4th grade Thrive Class participated in lots of learning experiences to uncover and discover answers to our essential question: "How does the Earth's surface provide evidence about plants, animals, and natural processes of the past?"

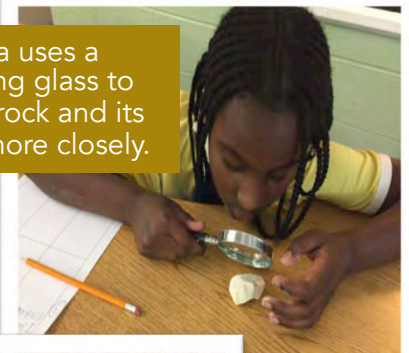
We began by learning about landforms on the Earth's surface and then explored the meaning of weathering, erosion, and deposition. Hands-on simulations helped us work like geologists, studying different kinds of rocks and the rock cycle. Thrivers also worked as paleontologists to unearth "fossils" in the classroom. Throughout the unit, students fine-tuned their observation skills, and practiced taking detailed notes like scientists.

We enjoyed the opportunity to extend and deepen our learning on our Fall camping trip, which took us to Mastodon State Historic Site where we observed real-life fossils, and to Onondaga Cave State Park where we explored geological formations in a cave and participated in an interactive demonstration about rocks and minerals.

To conclude the unit, each Thriver selected a topic related to geology. Students loved becoming experts on their topics through research and then presenting their learning with visual aids to other classes during our Exhibit Assembly.



Thrivers view the life-size replica of a mastodon's skeleton at Mastodon State Historic Site.



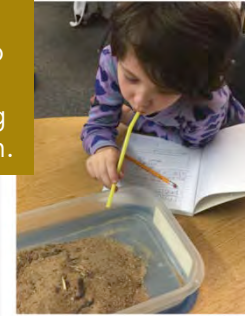
SaKeya uses a magnifying glass to inspect a rock and its qualities more closely.



Brooke excavates "mammoth fossils" from her "quadrant" of spice cake and records her findings.



Clyde and Zack use water and an eye dropper to simulate weathering and erosion.



Saxon simulates wind as an agent of weathering and erosion, makes sketches, and takes notes on the observations.



Clyde presents his project about Pangea and prehistoric plants and animals to the 2nd Grade Alchemy class.



Nico shows the fossils contained in two rocks she found in a creek on a hike during our camping trip.



Clyve, Sophia, and Emma observe images of different agents of weathering and erosion.

WINTER CARNIVAL



Mardi Gras, Inc. invited The Soulard School to participate in their annual Family Winter Carnival on January 11, and even brought us some materials for decorating masks, capes and crowns!

The event featured a heated tent with lots of family-friendly activities, including a mini-float contest won by two of our students, Violet and Rylan.

The weather was rainy, but cleared just long enough for the main event - a parade around the block including many of our school families marching and playing the kazoo.

Families gathered afterwards for hot chocolate at Explorer student Frances' house just down the street for mingling and socializing afterwards.

It was a great way to spend a wintry afternoon in the neighborhood with friends!



Pre-K Quietude Class

Aya studies our classroom caterpillars as they begin to build their chrysalides.



Students use their imagination s to explore insects through small world play.



Instagram

Follow us on Instagram @soulardschool



Emery investigates the different features of the tarantula.



Quietude friends get a closer look at the way worms move their bodies and react to their environment.



Light and shadows create unique opportunities for dramatic play.

MUMS ARE FLEXIBLE THINKERS



Students using their less dominant hand to paint after reading about Horace Pippin.

In the Mums Kindergarten class **we believe we learn from Our mistakes, we do not give up when things are hard, and if something isn't working, we try another way!** We call this flexible thinking. Each week we learn from a different flexible thinker that has changed their world for the better. At first, the classroom teachers were selecting the flexible thinkers that we researched.



One of the first influencers we looked at was Horace Pippin. Pippin was an African American who was disabled fighting in World War I. After losing his dominant arm, Horace became a self-taught painter. Today, his work is displayed in museums across the country. Kendall said, **"He was flexible in the way he didn't give up and used his imagination."** Other flexible thinkers we have learned about have been musicians, inventors, scientists, and activists.

The students got very excited about the influence flexible thinkers have on the world and began bringing in information about people they personally admire. **Each week a different student brings in a book, video, or research they have done, and shares with the class how that person used flexible thinking.** Francis brought in the book "Ron's Big Mission." It tells the story of **Ron McNair** and what he did as a child in the 1950s to change the laws of segregation. **Francis said, "Ron changed the rules because he was a flexible thinker. He didn't think the rules were fair. He was really scared but he did it anyway."**

After reading "Shark Lady", the story of **marine biologist Eugenie Clark**, Tatum said, "She didn't want water in her ears, so she tried bubble gum in her ears. **That is flexible thinking when you fix a problem yourself** and it's so funny. I don't think her mom cared." Adrian commented, "Eugenie Clark found three species of sharks. Thinkers like her think differently than other people who hadn't found those kinds of sharks."

Valuing flexible thinking at a young age is important so our students are not afraid to take risks. They learn that not being successful the first time they try something is just part of the process of getting better. This also helps them with problem solving skills and higher level thinking. Mums demonstrate flexible thinking when something isn't going their way by taking a deep breath and trying another way to fix their problem. Our work on flexible thinking will continue throughout the school year, both in studying people that influence us, and using flexible thinking ourselves in the classroom.



"Ron is thanking Miss Scott."



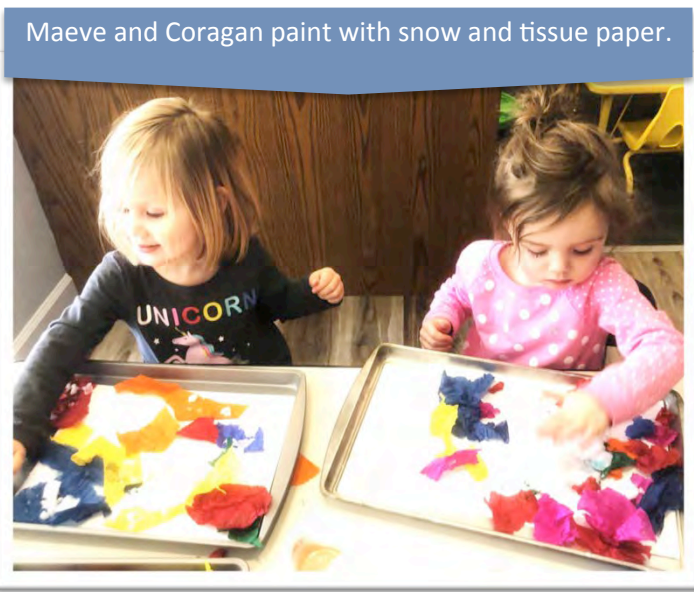
Jude loved crawling in the snow.



Maeve, Kiedis and Louis play with shapes and colors using the classroom projector.



Clark takes art outside and paints the snow.



Maeve and Coragan paint with snow and tissue paper.



Coragan explores light and shadows.

Moving from being to belonging.
The Souldard School model for community building and engagement.



I see you



I learn from you



I want to partner with you



I make change with you



I belong



“THE PERFORMANCE WAS AN AMAZING EXPERIENCE. I LOVED HOW THE ENSEMBLE SOUNDED.”

Luci,
Strings
Ensemble

Clovers & Stars, our annual music benefit show, was held this past November at The Sheldon Concert Hall. **One of the highlights of the show was the performance by our Soulard School String Ensemble, commonly referred to as Orchestra.**

While all elementary students get the opportunity to learn violin, Orchestra is an elective class for fourth and fifth graders. **Those students wishing to challenge themselves with more difficult literature can choose to participate.**

A showcase of Irish music and dance, Clovers & Stars is one of our most successful and highly anticipated fundraisers of the year. **TSS students were privileged to share the stage with the professional musicians of McGurk’s house band, and nationally ranked dancers of Clark Academy.**

This year, our performance repertoire included a custom arrangement of “Only Time” by Irish pop singer Enya, as well as the Irish tune “Grumpy Pirate”, a fun take on an old folk favorite.

“THE FEELING OF BEING ONSTAGE IS... UNEXPLAINABLE.”

Matilda, Strings Ensemble

“THE SHOW FELT SHORTER THAN I EXPECTED BUT IT WAS STILL FUN! ALSO WE HAD PIZZA AND I THOUGHT THAT WAS FUN TOO.”

Nico,
Strings
Ensemble

RECIPE CORNER

with Chef Sarah Kate Buckles

Roasted Carrots

makes 4 servings

- 4 large carrots
- 1 tablespoon olive or coconut oil
- 1/2 teaspoon cinnamon
- 1/2 teaspoon ground ginger
- salt and pepper to taste



Pre-heat oven to 400°

Wash, peel and slice carrots into half moon shapes. Toss carrots with oil, sprinkle with cinnamon and ginger, toss again.

Spread on a cookie sheet, salt and pepper to taste. Roast for 25-35 minutes, or until carrots are cooked through.

These go great with roasted chicken, fish or tofu. They're also delicious on a salad with balsamic vinaigrette.

YOUR TSS STUDENTS CAN HELP YOU WITH THIS!

ANNUAL APPEAL

THERE IS STILL TIME TO GIVE TO OUR ANNUAL APPEAL!

Your support makes it possible for the school to invest in its teachers and invest in its students with signature programs like Strings, Culinary Arts and STEAM, and invest in making our facility a warm and welcoming environment.

As part of this unique community, you know that it truly takes all of us to support The Soulard School. There are several ways you can give:

- 1 PLEDGE A GIFT.
- 2 LEAVE YOUR CONTRIBUTION WITH ELEANOR BY CASH, CHECK OR CREDIT CARD.
- 3 DONATE VIA OUR WEBSITE WWW.SOULARDSCHOOL.ORG/DONATIONS

WHY WE GIVE!

Messages from our
Parent Association Leaders about
why they contribute to the Annual Appeal



We give to the Soulard School Annual fund because we believe we have a **responsibility** to be active members of the educational community that supports our children. The experience for our kids is more than pencils and books, it's teachers who are **invested** in our children's academic progress and their emotional development, it's an environment that gives the kids space to **explore** their interests and it's a culture that we believe will instill a life-long love of learning. We chose The Soulard School because of their commitment to a standard of excellent education and we are **committed** to doing our part to ensure it always will be.

Samantha and Darin Fisher

PA President (Samantha) & Pre-K, 2nd & 4th Parents

"It has been an exciting time for The Soulard School! The change to charter frees up our family's budget to give more."

Rachel Kryah

PA Secretary & 5th Grade Parent

We have been members of The Soulard School **family** for 3 years. Our son, Angus is in the 2nd grade and we feel that The Soulard School community was made for us. We feel **connected** to other Soulard families, whether they are classmates of Angus, volunteer with us on the various committees we support, or simply see in the hallways during everyday life. The connection that binds us is one of shared social justice, our work toward embracing **diversity** and **inclusion**, engaging and supporting our community and most of all working toward our shared goal of supporting our children as they grow and develop. We feel that all children deserve a well-rounded education with focus not only on scholarly **competencies** but the social-emotional well-being of each child. The Soulard School offers a framework and curriculum to reach those goals. It is an easy decision for us to donate to the annual fund in supporting the mission of The Soulard School – not only to offer support for Angus and his classmates but to ensure that many more children will have the **opportunity** to benefit from The Soulard School in the years to come. So please, consider donating to The Soulard School Annual Fund. You can rest assured that your donation will benefit our children and The Soulard School Community as we work toward bringing our mission to life and **sharing** it with St. Louis.

Annie Leher

PA Vice President & 2nd Grade Parent