

# THE SOULARD SCHOOL NEWS

January, 2008  
[www.souardschool.org](http://www.souardschool.org)

## FROM THE HEAD OF SCHOOL ...

### What is Respect? (Part II)

We are busy and overscheduled. Multi-tasking is the norm. Few people get enough sleep each night and it is easy to slide into the habit of operating on auto-pilot. Today's children get one hour less sleep than they did 30 years ago. In a New York Magazine article, *Snooze or Lose*, Po Bronson tells the story of a 10-year-old whose ability to sleep began to suffer during a year in the classroom with a very demanding teacher. Her emotional wellness during the day highly correlated with her night's sleep, or lack thereof. Concerned for her well-being, the girl's father sought help from the family pediatrician. The pediatrician dismissed the father's concerns commenting, "She'll grow out of it." Bronson says, "The pediatrician's opinion is typical."

Research has shown that the effect of sleep deprivation on the brain is significant and complex. The pre-frontal cortex, responsible for "executive functioning," is denied adequate glucose (energy); the hippocampus, responsible for processing neutral or positive memories, is more affected than the amygdala, which processes negative memories; and genes responsible for strengthening neural connections can't be activated in the absence of R.E.M. sleep. According to

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## 2 WORK NIGHTS

Tuesday, January 15<sup>th</sup>

Thursday, January 24

3:30 – 6:00 PM (1<sup>st</sup> Shift)

6:00 – 9:00 PM (2<sup>nd</sup> Shift)

(come anytime – for as long as you like)

POSTERING – Contact Anna Myers (Frankie, 2/3) @

[vagabondbrit@gmail.com](mailto:vagabondbrit@gmail.com) if you can help distribute Open House posters.

## The Soulard School in the News:

**ST. LOUIS POST-DISPATCH**

from "Kitchen Classroom"

by Joe Bonwich

Joe Bonwich from the Post Dispatch visited last month and wrote about the Culinary Arts Program:

*"The visit to the market is part of the Soulard School's culinary arts program, which integrates nutrition, cooking, personal finance and other elements into the school's curriculum.*

*[A] lot of the social and emotional development of children happens at lunchtime and recess," [Mary] Waskow says. "But in the normal school setting, not a lot of thought goes into those time periods."*

*Waskow eventually became the school's culinary arts coordinator, planning the weekly meals and teaching students about nutrition, a lesson that sometimes now gets taught as a complement to regular science classes."*



"Indy Rogers, 7, cuts potatoes with schoolmates from The Soulard School, Justice Binder, 10, and Mirabai Moseley, 9, under the guidance of their culinary arts instructor, Mary Waskow." (Tom McCarthy Jr./P-D)

### NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The Soulard School admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The Soulard School does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

# EVENTS & HAPPENINGS



**THIS Thursday, January 10<sup>th</sup>**  
**6:30 – 7:30 PM**

(come @ 15 minutes early to get a bite to eat & get settled)

This Thursday is the Annual State of the School Address. This is an **“attendance required”** meeting for all families. See the sign-up sheets on the boards to **bring a dish to share** for the Potluck.

Reminder: the Parent Association will provide Pizza & Babysitting for kids. A \$5/child donation is appreciated.

**DIRECT DEBIT FOR TUITION** | Kelly and Sarah are preparing the paperwork to begin the FACTS tuition management system. The first 15 minutes of the State of the School meeting will be used to briefly explain and fill-out forms, so please be prompt. Also, please **bring your checkbook**. The company requires a voided check to verify information.

*Save the Date:*

**February 2<sup>nd</sup>**

Two Ways To Have Fun On February 2:

**MARDI GRAS** | Every year we **work a booth at Mardi Gras** to raise money for the school. It's a great way to get to know other parents, participate in the larger Soudard community, and enjoy the festivities. You can also ask friends and family to help. Please reserve your day on February 2 for this event. We'll have a sign-up sheet and specific information soon.



**CABRINI SPORTS TRIVIA** | That evening at 7:00 is also **Trivia Night for Cabrini's sports organization**. Since we team-up with them for sports, we'd like to show our support by joining in this fun event. We'll plan to get at least one table as a group, and we'll have more information as the date gets closer. We hope to see you at one or both of these events!

## REMINDER

School will be **CLOSED** on the following days this month:

Friday, January 18  
VACATION CARE AVAILABLE

Monday, January 21  
NO VACATION CARE



Alexa, Katie & Susan concentrate to give their best performance for families and friends at last month's Holiday Strings Concert.



# BUILDING & GROWING

## ANNUAL GIVING

By now, you should have received a letter talking about our “adventure” that is The Soulard School and the Annual Giving program. As our school has grown, so has our need to support the operating budget through Annual Giving.

★ What is Annual Giving? Annual Giving is unrestricted support for the school. It supports the operating budget. There are real costs of educating the children of The Soulard School that tuition alone does not cover. All schools and many organizations have Annual Giving programs to enhance and maintain the programs and facilities for which they have become known.

★ Who supports the Annual Giving Program? Anyone can make a tax-deductible contribution to The Soulard School Annual Giving Program. The need for support goes far beyond the parent/family community, however, it is always the school’s hope that we can boast that **100% of our families support** Annual Giving. It sends a clear message to the broader St. Louis community that our own families make such a commitment. In fact, many corporate and foundation donors base their decisions to support such places as The Soulard School on the percentage of participation among their own community.

★ How much should I give? All gifts, all amounts matter. The most important thing is that we have 100% of participation from our families. We ask that you consider making a gift with which you are comfortable. Whether it is \$1,000 or \$10, it is important that your family participate.

*We are all here because we chose something different for our children. That decision was based on our desire to have our children experience an education that breaks through the traditional barriers of teaching and learning. Our children are not only learning – they are discovering, inquiring, and experiencing.*

***They are thriving.***

*Please give generously.*

\*\*It is important to understand that as The Soulard School grows, so do its needs. Annual Giving supports enrichment programs, teacher salaries, facility maintenance, and financial aid. If you did not receive the aforementioned letter, never fear! You can still give and participate. Please fill out the sheet at the State of the School that will allow us to verify your address in our system. If you would simply like to make your gift, you can enclose your gift in an envelope which will be available at the meeting on Thursday.

If you have any questions about Annual Giving, please call Kelly Bock at 865.2799 (work) or 495.8569 (cell).



Tillie plans her next journey as part of the Subjunctive class’ ongoing Adventurers Project.



Zachary, Elijah & Eli busily at work on a project with the Subjunctive class.

# WHO WE ARE

## What is Respect? (Part II)

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Bronson's research, this translates into measurable and exponentially devastating results on the developing brain of a child, thus impacting his or her academic performance and emotional stability.

- ★ According to research by Dr. Avi Sadeh, "A loss of one hour of sleep is equivalent to the loss of two years of cognitive maturation and development."
- ★ MRI scans show that the neurons in a tired child's brain lose their plasticity, "becoming incapable of forming the synaptic connections necessary to encode a memory."
- ★ Dr. Matthew Walker had sleep-deprived college students try to memorize a list of words. They could recall 81% of negative words (e.g. cancer) but only 41% of positive words (e.g. sunshine).
- ★ Dr Paul Suratt discovered a strong correlation between sleep problems and test scores of elementary students. He concluded that, "Sleep disorders can impair children's I.Q. as much as lead exposure."

Bronson writes, "...tired people have difficulty with impulse control, and their abstract goals like studying take a back seat to more interesting diversions. A tired brain perseverates - it gets stuck on a wrong answer and can't come up with a more creative solution, repeatedly returning to the same answer it already knows is erroneous." We see this in tired students all the time. However, we see it in adults all the time, too. The family pediatrician's sentiment is *typical* and that is unfortunate. Have you ever found yourself saying those things you heard as a child that you swore you would never say to your children? It's common, *typical*, understandable, human, forgivable, and a real injustice to our children if we don't learn from it and grow from it. The father in Bronson's story, and schools across the country, are presented with (what the scientists call) irrefutable mountains of evidence and yet, remain hesitant to alter behavior, instead choosing the "I survived, they can, too" mentality. It's a sentiment I hear often in many forms: it's the "real world"; "that's life"; that's "reality." What exactly are we saying when we say those things?

Webster's defines reality as the state or quality of being real; and real as "being practical and/or useful." (Those are the first, or primarily used, definitions.) The definition of abstract includes "apart from practical or actual conditions." If respect is abstract by nature (see *What is Respect, Part I*), then how is it manifested in reality? The definition of abstract is "to consider the essential qualities of a larger thing or several things." Essential is that from which everything else is built upon; indispensable; fundamental; intrinsic. Certainly these must be considered in reality. Fortunately, the last, (and therefore, least used) definition of real is "intrinsic and of the essence." In any situation where respect is absent and reality is the excuse, a cognizable shift must occur. "That's just how it is," triggers alarm bells at The Soulard School. A foundation of respect requires the ability to think, hear, and see abstractly.

Bronson concludes his article contemplating, "We've coped on too-little sleep for years and managed to get by. But when it comes to a child's brain, is just getting by enough?" Our homework policy, in line with our philosophy, was created to protect and respect a child's need for sleep, unburdened family time, and healthy bedtime rituals. **The Soulard School is not a utopia** where students are only temporarily protected from the "real world." It is a *vision and model for a difference*. It is unfair to tell children that they are the future and then also to say "That's just the way it is." The most common question a child asks is, "Why?" I have observed an inverse relationship between age and the number of times per day that question is asked.

Why is that?

- Kelly



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Thrivers head out to play in the 1<sup>st</sup> snow of the season.