

THE SOULARD SCHOOL NEWS

February, 2011
www.soulardschool.org

head of school notes

"How Does Your Engine Run?"

What are you doing right now? Yes, you are reading this article, but what else are you doing? Are you chewing gum, tapping a pen, listening to music? When you drive late at night and get sleepy, do you shake your head and turn up the music? Do you need a cup of coffee to get going in the morning? Do you like hot chocolate, dim lights and a good book at the end of the day to wind down? All these are active forms of self-regulation. In other words, they are behaviors that help keep our body running efficiently for the task at hand. Bringing awareness to what most people do automatically in their daily routines fosters the understanding of how important self-regulation is for students' functioning. At The Soulard School, **we continuously strive to teach and support students' efforts to be self-monitored rather than adult-monitored.**

To this end, the **students will be participating in "How Does Your Engine Run?"** an Alert Program for self-regulation. The developers of the program, Mary Sue Williams and Sherry Shellenberger, explain that all the little things we adults do to keep ourselves alert tend to be subtle and usually socially acceptable. But children's nervous systems are immature and they need to do things in a "bigger" way to get more intensity. Throughout the remainder of the year, Dr. Stefanie Mafhood (Xander, Mums) will be working with our staff to implement this program that uses a simple analogy: **If your body is like a car engine, sometimes it runs on low, sometimes it runs on high, and sometimes it runs just right.** An example of an engine running too high is a student who gets up and down out of their seat multiple times during seated work, or wiggles continuously and has trouble concentrating. An example of an engine running too slow is a student who is tired, who propped their head on their hand or who put their head down on their desk while working. A student whose engine is running just right is alert and ready to do work. Children will learn the "engine" vocabulary which allows them to be aware of alertness in themselves and others. **After learning about the three states of alertness, students will learn to recognize and use strategies to help maximize their abilities** in different environments.

There are many connections to self-regulating strategies that we use at The Soulard School (for example, "The Size of the Problem"); and other facets of self-monitoring behavior in a social situation to explore (think road rage – how you respond to someone else's engine running high.) Articles or letters with more information will be provided as we progress through the program, including extensions and accommodations unique to our school and each individual child. **Right NOW you can help by using the Alert Program words with your child** (narrating activities and observing out loud), helping them to recognize the different "engine speeds" or states.

Low (Speed)

High (Speed)

Just Right

For example:

"Joey sure looks like his engine is running low, his head is down on the table."

"Libby is moving around the room quite a bit, her engine must be running at high speed."

"Grandpa and Charlie have been playing chess for a long time, their engines seem to be running at the just right speed."

"Your engine was definitely moving at high speed during soccer practice today!"

By using the same words we use at school, children feel safe in their environment and thus more willing to take on challenges to grow personally, both academically and socially. **Consistency between home and school is one of the best gifts we as adults give to children** as we help them navigate all the complexities of "growing up" — developing independence, resilience, competence and compassion.

- Kelly Bock, Head of School



Paige & Quinn make the most of (another) snowy day. The rest of the city may have shut down, but Soulard students were hard at work (and play!).

note: Re-enrollment applications are due February 11th. This includes the FFCP (or FFCP waiver).

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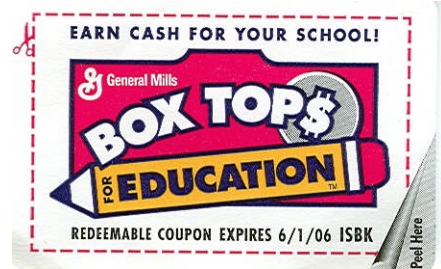
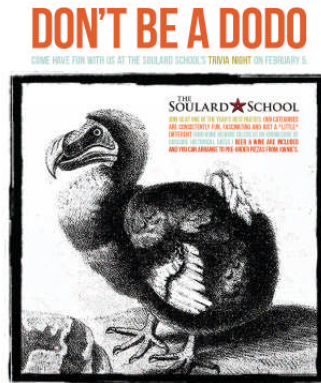


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happenings

trivia night

Thanks to the hardworking Trivia Night Committee and to all who participated in another successful trivia night. Each year we raise over \$5,000 for our school. This year we topped that by adding a special fundraising opportunity — purchase a \$50 square to reveal the SMART Board picture beneath. Saturday we sold 17 squares — \$850 towards our \$3,500 goal. The challenge continues! The squares are hanging in the hall. See Sarah if you would like to purchase a square!



Box Tops for Education time again! Box Tops coupons are worth 10¢ each when our school redeems them. That adds up! February is the last collection date of the schoolyear. All money raised goes to the Culinary Arts Program.

The class with the most labels wins a cookie cake party! Bring all labels in by February 17th.

the SMART Board challenge continues!

Friday, February 17



“out of school time”

The winter weather has by no means dampened our spirits in aftercare. Along with our usual activities, we have been spending our afternoons with extra time in the Richter Room, trying out our new marble track, and cooking healthy snacks that we planned together.

- Catherine Hund, OOST Coordinator

aftercare is expanding!
— don't forget to fill out the survey

happenings



After reading *The Giver* by Lois Lowry, **Mosaic students wrote their interpretations of the ambiguous conclusion**, focusing on the symbols present in the final chapter and inferring based on those clues. The class went to see the play performed by Metro Theater. Engaging in a discussion hosted by the cast and crew, **we shared our opinions of the ending.**

It helped me understand what it's like to need something, not just want it. Isabel

It led me to think that the memories weren't from the Community's past, but from what was happening elsewhere. I really felt it when the author wrote that Jonas felt tiny tongues of heat. Jonas should be proud of himself because he reached elsewhere without dying first. I connect with Jonas because sometimes I feel like I know something

someone else might not. The ending snapped everything else into perspective. It meant to me a sense of accomplishment for Jonas. Quinn

At the end Jonas and Gabe go through warmth, snow, coldness, sadness and happiness. They hit the place where it was meant for them, it was called home. Lily

s.b.a.p. open house

"Art Matters"

Come See What We're All About!

Friday March 4th 5:30pm - 9:30pm

Open House Event

On March 1st South Broadway Art Project kicks off its **first annual giving campaign as well as our one year anniversary** of our newly renovated studio space. Join us on March 4th at our open house event for **drinks, snacks, art, live demonstrations**, and interaction with public art projects. We will **be launching our newest public art project** this evening "South Broadway People Project"! On this evening we will be tracing silhouettes of neighbors and visitors to become part of this project. Come to join us for a bit and show your support and well trace your silhouette! For more information contact Sarah Rye Bliss at 314-773-3633 / www.southbroadwayartproject.org



Friday, **March 4**, 5:30—9:30 PM

studio connections

Mums - Kindergartners have recently started a new exploration of Cave Paintings of the Lascaux Caves in France. They are experimenting with natural and mad-made pigments as well as **chalk drawing techniques inspired from primitive cave people**. Stay tuned as we turn areas of the hallway into Soulard School Style cave paintings!

Enigma - 1st grade is starting new studies and explorations in studio arts from **cultures of North America** as well as Creative Strategies in **film making**.

Alchemy - 2nd & 3rd graders are drawing and **learning all about the human figure**. As students learn about figure drawing they are learning how to show energy and action with sketchy imperfect lines! This class is also having a lot of fun taking turns modeling, they have really come up with some creative poses!

Mosaics - 4th, 5th & 6th graders are working on finishing up their portraits and will be moving into finishing their **surreal life in Missouri artworks** before they travel to Jefferson City. I am asking all of these students to **bring in photographs that can be collaged** into their artwork.

2010/11 calendar + more

note: There's a 4-day weekend this month with school closed for Records Day + Presidents' Day

February

1	Tu	8:30am	Parent Coffee—hosted by Enigmas
5	Sa	6:00 pm	Trivia Night @ Mad Art
11	F		Application Deadline
18	F		School Closed- Records Day
21	M		School Closed- Presidents' Day
28	M	2:30pm	Assembly: Birthday Book

March

1	Tu	8:30am	Parent Coffee— hosted by pre-K
5	Sa		Mardi Gras
8-10	Tu-Th		Conferences: Parent, Teacher (& Student K+)
11	F		End 2nd Trimester
14-18	M-F		School Closed- Spring Break
28	M	2:30pm	Assembly: Birthday Book

April

1	F		School Closed- Prof. Development
5	Tu	8:30am	Parent Coffee— hosted by the Admin.
22	F	10:30am	Teaching Peace Parade
25	M	2:30pm	Assembly: Birthday Book

May

3	Tu	8:30am	Parent Coffee— hosted by the PA
7	Sa		Soulard Soiree
13	F		School Closed- Records Day
23	M	2:30pm	Assembly: Birthday Book
25	W	6-8pm	Student Art Show & Concert
27	F		Last Day: Field Day & Portfolios

* event added/changed this month + mandatory attendance

BIRTHDAY BOOKS

A **special tradition** at The Soulard School occurs at the last Monday Assembly each month. Students with a birthday that month are invited to celebrate by **bringing a favorite book to donate to the school library**. They share what's special to them about their book and their schoolmates sing "Happy Birthday." All the fun; none of the sugar!

Parents and extended family welcome.

Monday, **February 28**, 2:30PM

THE SOULARD  SCHOOL

OPEN HOUSE

overheard @ open house:

"We love the school. Everything about it."

"The most important and impressive part of the visit was meeting with the individual teachers and seeing the classrooms. We also appreciated the enthusiasm of current parents. As for the presentation, I appreciated Kelly's references to research in conjunction with socioeconomic diversity and childhood development."

"We very much look forward to becoming part of the TSS community."

"We loved visiting the school! Thanks for having us."

"I felt welcomed as soon as I walked through the door. The atmosphere was warm and friendly."

Thank you to everyone who helped make Open House a success!



The Mosaics capped off a unit studying the Civil War with a trip to the Old Courthouse for a re-enactment of the Dred Scott case. Karan and Izzy took lead roles as the jury listens attentively.

