

Jump Rope For Heart

During the month of January all students participated in Jump Rope For Heart. The American Heart Association has sponsored this program for almost 35 years. The program has enabled “health care providers to reduce the number of heart attacks and strokes by 25%”. Each day students from the 7th and 8th grades presented heart healthy information to the other classrooms. Some of the topics included were: understanding blood pressure readings, target heart rates, symptoms of high blood pressure, how to eat healthy, low blood pressure, warning sign of heart attacks, good vs. bad cholesterol. The students also practiced jump roping for the entire month. The project ended in an assembly with each classroom performing their newly learned jump rope routines.

While students were learning about the proper care of hearts, they raised money for the American Heart Association. By the end of the month they had collected over \$2,000 for heart research.

Ways to Give

- Send donations to Lourdes Foundation
- Memorialize a loved one

Oldest Alumna

The oldest living Lourdes alumna is Hannah Salzl Duman. She graduated in 1935. Her eight children and six of her grandchildren have graduated from Lourdes. She is currently 94 and living in the same home where she was born and raised her family.



Tax status: 509(a)3. All gifts are tax deductible to the full extent of the law.

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LOURDES EDUCATION FOUNDATION

*“Not one way for all learners...
the right way for each”*

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Kelly Thibodeaux Artist in Residence

For the second time Kelly, an artist from the Lane Art Council, presented his week-long fiddle instruction program to the Lourdes students. The students were divided into three age-appropriate groups. Each group received approximately an hour of instruction for five days with their own correctly sized fiddle. His curriculum incorporates basic state criteria for music education: rhythm, timing, and dynamics. Kelly also plays original and traditional fiddle tunes and sings original songs to illustrate the various cultural highlights of life down in southern Louisiana songs about alligators, swamps, fishing, and eating crawfish (“mudbugs”). However, he goes much further by including historical and cultural information on the instrument itself as well as the cultural perspectives of the music. At the end of the week students were prepared to perform at the Spring/Graduation Program. Several students were able to perform a solo with Kelly and his guitar.



Scholarship

Jakob Silbernagel, a 2016 Lourdes graduate, won a Hal Rickman Memorial Scholarship from Regis High School. This is \$500 applied to his tuition. This is an academic scholarship won by being one of the ten highest scores on the English placement test. These ten were invited to the school to write an essay on an assigned topic. The two best essays were rewarded the scholarships. Jakob is the son of Jon and Jayme Silbernagel, and grandson of Larry and Patty Silbernagel.

Health Education

The 7th and 8th grades students spent a semester studying ways to take action regarding their own health. They began each week by drawing a diagram of a major body system. Next they researched the problems with that system and what health habits would prevent injury or illness to that system. The curriculum was also enhanced by the In A Box “traveling resource” created by Oregon Health Resource Center, Oregon Health and Science University, and Howard Hughes Medical Institute. Each box has a unique combination of: hands-on activities, models & technology, books & video, teacher & ambassador guides, lesson extensions, and resource lists. We were able to use the Heart, Ear, Eye and Brain Boxes. The students were also able to have four speakers from the medical profession. Guesly Dessieux, DO and Theresa Hutchinson, RN spoke on adolescent health and body changes; Joseph Duman, PhD spoke on the “Basic neurobiology of endocannabinoids and effects of marijuana on the brain: why some incorrectly think that pot use is benign”. Susan McGovern Duman, MD, PhD spoke on “How to practice medicine: Perspectives of a clinician and clinical scientist”. Throughout the program students were given ways to make healthful choices in all areas of their daily lives—physical, mental and emotional, and social.