

# HURRICANE INTERMEDIATE JAGUARS



September 2019





# Message From The **Principal**



Dear Jaguars,

What a great start to the year! We are impressed with how well the students are behaving so far and how hard they are working. We look forward to many exciting academic and extracurricular activities this year. Our school mission is to ensure that every student at Hurricane Intermediate is high-achieving and well-rounded. We want our students to be successful in everything they do.

This year our focus is on increasing the “GRIT” our students show when they are asked to do hard things. You may notice our faculty and staff wearing shirts with this message. GRIT stands for Growth, Resilience, Integrity, and Teamwork. Research shows that the best indicator of success for all of us is not talent or intelligence, but grit. The best way to teach this to students is by engaging them in a “growth mindset.” We will work to replace “I can’t do this” or “I don’t know how” to “I can’t do this yet” and “I don’t know how yet.”

Thanks for all you do. Let us know if there is anything we can do to help.

Sincerely,

Mr. C.



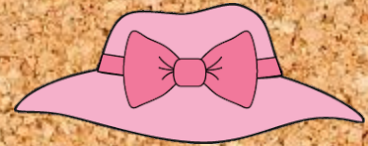
# SPIRIT WEEK!!!



**Tuesday**  
**9/3/19:**  
**TWIN DAY**



**Wednesday**  
**9/4/19:**  
**HAT DAY**



**Thursday**  
**9/5/19:**  
**CRAZY HAIR DAY**



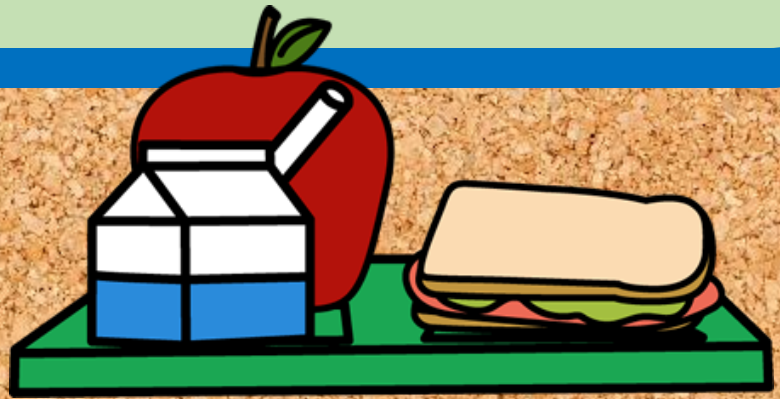
**Friday**  
**9/6/19:**  
**SCHOOL COLORS**  
**DAY**





# MEAL BENEFITS

2019-2020



If your student was on free or reduced lunch last school year and a new meal application has not been filled out, they will be charged as a **FULL** pay student on **September 23, 2019**. Meal benefits can be applied for by filling out a form online at [www.washk12.org/food-service/free-and-reduced](http://www.washk12.org/food-service/free-and-reduced). It can take up to 10 working days for the application to be processed. If you need to fill out an application for the 2019-2020 school year, please do so as soon as possible. If you filled out a blue or green fee waiver form at registration, this is **NOT** the form for free or reduced meals.



**FALL SPORTS, EVENTS, CLASSES**

**REGISTRATION STARTS JULY 29**



**SOCCER  
FLAG FOOTBALL  
VOLLEYBALL  
CROSS COUNTRY  
ADULT PICKLEBALL  
SWIM LESSONS  
TUMBLING  
KARATE  
DANCE  
ORCHESTRA**

**FITNESS CLASSES  
FACILITY RENTALS**



**SIGN UP NOW**

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# Middle Years

Working Together for School Success



## Short Stops

### Waiting patiently

Does your child expect everything to happen now?

If a friend doesn't call back immediately or his teacher hasn't graded his project yet, encourage him to come up with possible explanations. Maybe his friend is at a movie or the teacher has 100 assignments to grade. Thinking reasonably can help him be patient.

### DID YOU KNOW?

Research shows that most tweens would like to talk more with their parents about schoolwork. Ask your middle grader to share what she's learning in her classes. Be specific: "What did you work on in French today?" or "Tell me about the science experiment you did in lab today."

### Keep electronics in check

Encourage face-to-face interaction by putting away devices (including yours) at set times, such as during meals, family outings, or game night. If you're using a device and your child interrupts, switch your attention to him. You'll help him see that the person in front of him is more important than what's on the screen.

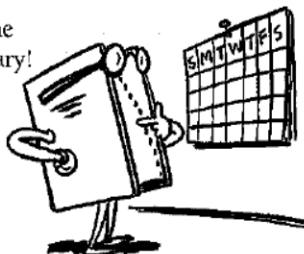
### Worth quoting

"The time is always right to do what is right." *Martin Luther King Jr.*

### Just for fun

**Q:** When does Friday come before Thursday?

**A:** In the dictionary!



## Hints for homework

Maddy has her evening planned. She'll do her math homework before dinner, then follow up dessert with English and science. Afterward, she can unwind from a busy day.

Sound impossible? It's not. Help your middle grader make homework go like clockwork with these strategies.

### Think it through

Before your youngster begins, have her make a to-do list. *Example:* Write a poem, read history chapter, solve 10 math problems.

Then, suggest that she number the tasks, from toughest to easiest, and start with the hard stuff. This "save the easiest for last" strategy will help her finish on a high note, perhaps inspiring her to get in some extra studying.

### Think about time

Ask your child to consider different time slots she can use to get work done. For instance, maybe she could set aside a weekend morning or Sunday night.



Also, some middle graders have time during study period or after lunch to tackle homework. Encourage your child to complete one assignment at school each day. The more she does then, the more time she'll have for fun later.

### Think positive

Help your middle grader see homework as a chance to prove her independence by getting her work done on time and doing it by herself.

Boost her confidence by telling her, "Homework gives you a chance to show all that you know." And give her a thumbs-up when she does just that. 👍

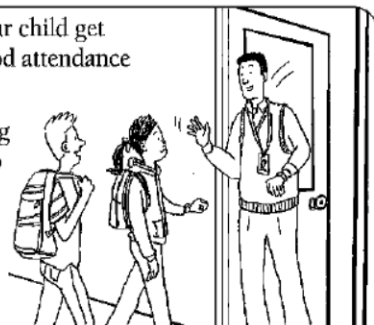
## Be there!

Being in school all day, every day, helps your child get the most out of middle school. Encourage good attendance with these ideas:

- Point out that there is no substitute for being in class. Your youngster needs to be present to hear teachers explain concepts, to participate in group projects and class discussions, and to ask questions.

- Schedule doctor, dentist, and orthodontist appointments for before or after school hours whenever possible. If you can't, try to arrange them for lunchtime.

- It will be easier for your child to get up on time for school if he has had at least nine hours of sleep. Set a reasonable bedtime, and make sure he puts away electronic devices so he isn't tempted to stay awake to read messages or play games. 👍

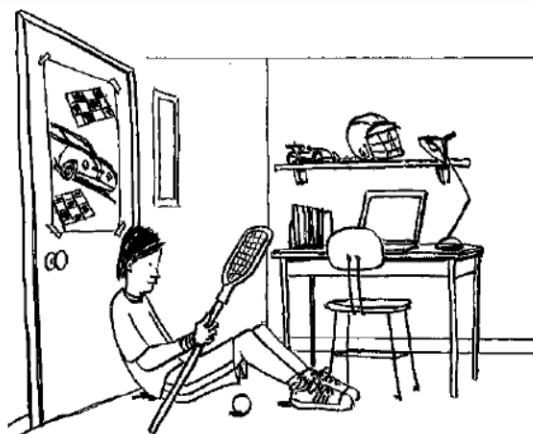




## Emotions in the middle

Moody, private, self-conscious...if this sounds like your tween, you're not alone. At this age, his body and emotions are changing rapidly. Here are ways to help him cope.

**Managing moods.** Physical growth and worries about friends, sports, and schoolwork can cause moodiness. Let your child know you're available to talk. A quiet statement, such as "I remember what it feels like not to be asked to join a team," can invite him to open up about what's bothering him.



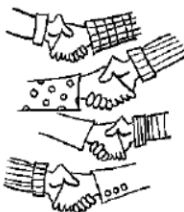
**Finding privacy.** It's natural for your middle grader to want some time to himself. He might close his bedroom door or walk outside to take a phone call, for example. Show him that you respect his growing need for privacy by giving him space.

**Fitting in.** Many middle graders feel self-conscious. Being part of a group of people who share his interests can help your youngster focus on his strengths and feel more confident. Encourage him to participate in at least one activity, perhaps basketball, student government, or STEM club. 🍷

## Tease your brain

Stretch your middle grader's math skills with brainteasers like these. She'll think they feel more like fun than work!

1. At a party, each person shakes hands with everyone else once. There are 45 handshakes. How many people are at the party?



2. Sam added eight 8s and got the number 1,000. How did he do that?

3. Think about a digital clock. In a 12-hour period of time, what's the shortest break between two times that are palindromes (the numbers read the same forward and backward)?

4. Carol spent  $\frac{1}{5}$  of the money in her purse. Then she spent  $\frac{1}{5}$  of what was left. She spent \$36 total. How much did she start with?

Turn upside down for the answers. 🍷

4. \$100  
3. Two minutes, between 9:59 and 10:01  
2.  $1,000 = 8 + 8 + 8 + 8 + 8 + 8 + 8 + 8$   
1. 10

### OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

Resources for Educators,  
a division of CCH Incorporated  
128 N. Royal Avenue • Front Royal, VA 22630  
800-394-5052 • rfeustomer@wolterskluwer.com  
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## Parent to Parent

### More nonfiction reading

My son, Kevin, reads mostly fiction. But at back-to-school night, his teachers said the students will read lots of nonfiction this year—in addition to fiction. This is to prepare students for high school, college, and careers, where informational text is important.

Kevin's English teacher suggested a few ways to help kids enjoy nonfiction at home. First, she said, we could leave the newspaper out and mention articles about topics that affect them. For instance, I pointed out stories on road construction where he rides his bike and on festivals we might attend.

Also, the teacher said to encourage our middle graders to read nonfiction books about things they're interested in. The next time I went to the library, I brought home books about car racing and a biography of one of Kevin's favorite drivers. I was happy to see him reading one, and he even asked to go to the library to get a book about another driver. When we were there, he checked out a new novel—plus a few books on speed records and breaking the sound barrier. 🍷



## Q & A Bully-proof your child

**Q** I've heard bullying peaks in middle school. How can I make sure my daughter isn't targeted?

**A** There is no way to guarantee a child will never be bullied. But there are things you can do to help.

Since people who bully are less likely to pick on someone who has friends, encourage your child to get to know other students. Suggest that she join a club, and have her invite classmates over. Not only is there safety

in numbers, but having friends will build her self-esteem, which in turn can reduce her chances of being targeted.

Also, talk to your daughter about bullying. Tell her that if she is bullied or witnesses bullying, she should seek help immediately

from an adult, whether it's you, a teacher, an administrator, or a coach. Let her know that she's not expected to handle this problem alone. 🍷







Hurricane Intermediate invites 6<sup>th</sup> and 7<sup>th</sup> grade girls to join the Heart & Sole after-school program. Heart & Sole, a "Girls on the Run" program, is a 10 week program with a small team size of 8-15 girls. Small team sizes allow each girl the opportunity to build strong connections with one another and their coaches. The program begins on September 3, 2019 and lasts through November 21, 2019. The girls meet twice weekly; Tuesday & Thursday from 2pm-3:30pm. The program addresses the whole girl — body, brain, heart, spirit, and social connection. Girls learn specific skills and strategies such as: how to manage emotions, help others, make intentional decisions, and resolve conflicts that they then use at home, school, and with friends. Physical activity remains a core element within this program, and includes strength and conditioning appropriate for this age group. The season culminates with a celebratory 5K held on November 23, 2019, which is shared with their team, coaches, friends, family, and running buddies. Registration is open now and limited to 15 girls.

Learn More: [www.gotrsouthernutah.org/Our-Programs](http://www.gotrsouthernutah.org/Our-Programs)

Register Today: [www.gotrsouthernutah.org](http://www.gotrsouthernutah.org)

Program Fee: \$85 (normally \$175)

\*Monthly payments accepted

Contact Melissa Miller at 435-703-0299 or [melissamiller@girlsontherun.org](mailto:melissamiller@girlsontherun.org) with any questions



**PARENTING COURSE**  
**HURRICANE HIGH SCHOOL**  
**THURSDAY 7- 8 PM**  
**KOLOB LECTURE HALL**

*Please use main office entrance*

No fee charged

**Thurmon Thomas, LAMFT, MS**  
Ecko Ashmore, AMFT  
(435) 688-1111

*Emotional Coaching is an approach to parenting that can help create stronger family bonds while preparing children to cope with the powerful world of emotions they face every day.*

Aug 22 Recognizing Emotions  
Aug 29 Tuning into Your Youth  
Sep 5 Connecting with Your Youth  
Sep 12 In the Moment  
Sep 19 All About Listening  
Sep 26 Empathy & Validation  
Oct 3 Naming Emotions  
Oct 10 Understanding Feelings  
Oct 17 *Fall Break*  
Oct 24 Finding Solutions  
Oct 31 *Halloween*  
Nov 7 Problem Solving

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# Wellness Room

Teaching students how to self-regulate and manage stress

Rates of anxiety and depression are increasing in children and adolescents. Twelve percent of youth between the ages of 12 and 17 report they have experienced one major depressive episode in the past year and an estimated  $\frac{1}{3}$  of adolescents have a diagnosed anxiety disorder (Prothero, 2018).

We know the root of anxiety is fear and manifests in ruminating over the past or worrying about the future. The key is bringing our attention to the present moment. When we are intentional about being aware of our thoughts and emotions in the moment, we are more empowered to cope in healthy ways. Learning how to recognize our emotions and self-regulate is a lifelong skill that can help decrease anxiety and depression. The Wellness Room provides a safe and comfortable space to do the work of self-regulation.

Some classic signs of anxiety may include:

- Easily frustrated
- Somatic Complaints, e.g. stomach aches, headaches, trouble breathing
- Exhibits fear
- Seems on the lookout for danger (hypervigilant)
- Easily upset by mistakes (perfectionism)
- Cries
- Startles easy
- Blushes, trembles
- Frequently expresses worry
- Has difficulty completing work

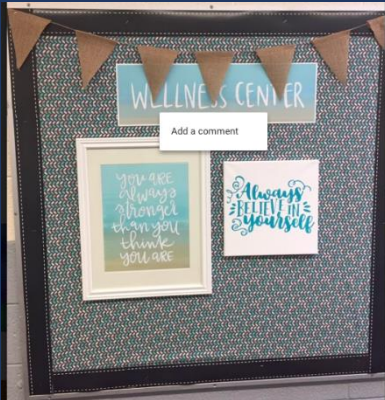
Less obvious signs of anxiety may include:

- Acts irritable
- Acts angry
- Does not follow school rules
- Has inconsistent patterns in antecedents
- Exhibits ritualistic or repetitive behavior
- Is inflexible
- Acts out of the blue; seems over-reactive

We know anxiety, depression, and aggression are a result of poor emotion regulation. When we learn how to recognize, label, and express our emotions appropriately, we are able to self-regulate (calm self when upset). To learn this skill, children need to first co-regulate with a self-regulated adult.



# Wellness Room



## Welcome

All Students & Teachers

Tier 1 Universal Intervention

Calm sensory soothing environment  
Dim lights  
Pleasant sights & smells  
Soft places to sit

We all experience stress and vulnerability, especially during transitions in life and changes in our daily routine. Research shows pleasant smells, soothing music, and laughter decrease levels of the stress hormone, cortisol. We all need breaks throughout the day to self-soothe using all of our 5 senses.

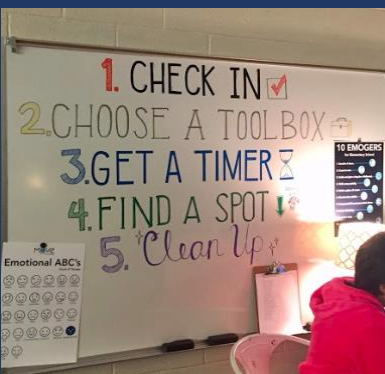


## Check-in

#1 question  
"Do you want to be in the Wellness Room?"

Data Collection:  
Student name  
Teacher name  
Time-in/out  
Rate emotions in/out  
(can track what tools student used)

Anyone can use the Wellness Room at anytime. Research shows we are more productive when we take short breaks throughout the day. Data is collected on student usage to identify patterns, e.g. coming in at the same time everyday or at the same time as another person to problem solve potential issues the student is experiencing.



## Expectations

On opening day: all classes receive an orientation to the Wellness Room to teach the students the *purpose* of the room and how to *access* it appropriately.

The expectations for using the Wellness Room are explicitly taught. Students will choose an activity (or not--they may choose to breathe or meditate) and pick up a timer (10-15 minutes), then choose a place to sit.





## Tools To self-regulate

Coping activities  
Sensory  
Art  
Music  
Trivia  
Joke books  
Educational:  
Mindfulness Apps  
Videos about the brain

Research shows Self-regulation allows us to keep our emotions in check and recognize others feelings and empathize. It also boosts academic performance: ***Managing emotions is a better predictor of academic achievement than IQ*** (Lehrer, 2009).



## Tables to work

Art, scented markers, mindful exercises, watching educational videos about the brain, listening to soothing music or meditation

This is a quiet environment where participants actively engage in sensory soothing activities to self-regulate.

Self-regulation is the ability to calm yourself down when you're upset and cheer yourself up when you're down.



## Comfortable areas to work

Actively using coping tools; engaging the senses and creating

What we experience creates neural pathways in our brain to support new learning and develop new habits.

Neuroplasticity is the brain's tendency to continue to restructure itself based on experience.

When students experience the calming physiological effects of engaging in sensory soothing activities they learn these activities calm them down and they will choose to do these activities instead of engage in maladaptive behavior when they become upset (dysregulated).



## Places to sit

Chairs only.  
Soft.  
Comfortable.  
Only room for one.

Students may access a weighted blanket to rest in a comfortable chair. They may listen to soothing music, engage in meditation with an app, or watch educational videos on how the brain works.





- **ATTENDANCE**: If your child will not be at school, please call 635-8931 or email [karina.goodwin@washk12.org](mailto:karina.goodwin@washk12.org) If you are checking your student out of school, you will need to come in to the office and sign them out. You must have ID in order to check out a student. We will not release students to anyone who is not on your contact list.
- **ATTENDANCE**: District policy allows us to excused absences/tardies that are within 7 days.
- **YEARBOOKS**: Minimum deposit of \$5 required to reserve a yearbook. Must be received BEFORE Christmas Break. Yearbook Total Price: \$18
- **BU\$**: Please be reminded that district policy only allows students to ride the bus that they have been assigned to.
- **DRESS\$ CODE**: Clothes that are mutilated (distressed) 4" above knee, or immodest are not appropriate school wear. Any apparel revealing a bare midriff, (including when raising arms), bare shoulders, low neck line, or cut low under the arms, is not permissible. Tank tops, without a covering garment or t-shirt underneath, are not permissible. Sleeveless shirts must be at least 3" wide at the cap and cover from neck to outside of shoulder. Undergarments should not be visible. Dress, short, and skirt lengths must be modest and not revealing. They can be no shorter than 4" from the top of the knee cap in a standing position. \*Please refer to the student handbook on our website for the full dress code policy.