

The Week At WHMS
(parent edition)
 Week of May 16, 2022



Thought for the week:

“A river is easier to channel than to stop.”

– Brandon Sanderson

Weekly Calendar:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Sat/Sun</u>
5/16	5/17	5/18	5/19	5/20	5/21-5/22
Day 1	Day 2	Day 1	Day 2	Day 1	
7:30p – PTSA meeting @ HS VCR	7am-9pm: Budget vote and BOE election, MS GYM – please come vote Period 2&3 – Orchestra rehearsal @ HS auditorium 7:00p – Spring Concert @ HS auditorium	7:55a-9:40a – NWEA testing for ELA (alternate bell schedule) 9:00a – Mr. Murray “at” NCMLPA meeting 1:15p – PST meeting Club Meets: Dignity & Tolerance	Humanities team meetings with Rachel Mark and intervisitations @ GW (see email from Mr. Mesidor) Club Meets: Student Council	Humanities team meetings with Rachel Mark and intervisitations @ GW (see email from Mr. Mesidor) 8:45a – RTI meeting	Did you submit your Digital Equity Survey yet? See “Items of Importance” below for more information.

Instructional tips: (from *Edutopia*)

A Movement Sequence to Help Students Maintain Self-Regulation by Lauren Brukner (excerpts)

An occupational therapist offers a series of calming whole-body exercises for students to do as a class throughout the school day.

I’ve been a practicing school-based occupational therapist for many years, working with children ages 3 to 18 who have a variety of sensory, self-regulation, and emotional regulation difficulties. In that time, I’ve honed a whole-body movement sequence that provides body awareness and mindfulness on a routine basis.

The sequence works well with a whole class, it takes only about 5 minutes, and students can do the exercises on a rug or mat right next to their desks. It’s best to do the sequence regularly and

consistently—I recommend mornings, after lunch or recess, before transitions, and after any high-stimulation activities.

This excerpt only has the sequence and the reason for each pose for steps 1-4. For directions on how to perform each pose, click on the link to the full article below. Steps 5-8 are written in-full as they can be done more easily in our classrooms.

STEPS IN THE SEQUENCE

1. Downward-facing dog. This exercise provides [proprioceptive input](#) and [vestibular input](#) to the hands, arms, shoulders, and legs, so it's helpful when students are feeling low levels of physical energy, high levels of physical energy, or emotional dysregulation (an inability to manage emotional responses well).

2. Upward-facing dog. This provides proprioceptive input to the belly, back, arms, and legs and is especially helpful when students are feeling low levels of physical energy or high levels of physical energy.

3. Tabletop. Not only does the [tabletop pose](#) require a lot of physical strength and endurance, but also it has elements of sustained proprioceptive and vestibular inputs (rotational/head below knee). It's a powerful exercise that can benefit students who are feeling low levels of energy, high levels of energy, or high levels of emotionality.

4. Child's pose. This position provides both proprioceptive and vestibular inputs. By curling inward, students also have an opportunity to take a moment for themselves and visually block out the world. This is a good exercise to try if students are feeling high levels of physical and/or emotional energy.

5. Wrist cross, ankle cross. This exercise can help your students feel where their wrists, hands, and ankles are by providing proprioceptive (deep pressure) input, while also crossing midline (which is great for focusing and calming). It is helpful when students are feeling emotionally or physically dysregulated; it also can wake them up if they're feeling low levels of physical energy.

6. Students feel where their body is. When students feel physically and emotionally dysregulated and begin to enter fight-or-flight mode, it can be difficult to feel all the different parts of their body. Doing this exercise correctly is very calming because it tells each of the joints of the body where they are through proprioceptive input and relaxes the nervous system.

Students gently squeeze and say the name of each joint in the following order as they do the following:

- Cross their hands over opposite shoulders
- Cross their hands over opposite elbows
- Cross their hands over opposite wrists
- Squeeze each finger and the palm of their right hand, then do the same on their left hand
- Cross their hands over their hips
- Cross their hands over their knees
- Cross their hands over their ankles
- Cross their hands over their feet

7. Bubble breath with extended exhalation. This is a good strategy to use whether your students are feeling low energy, high energy, or high levels of emotionality. Getting oxygen to the brain can also help students think better and make clearer choices. The exhale breath is longer than the inhale breath.

Students breathe in through the nose slowly for 4 seconds and hold, then breathe out through the mouth slowly and with control for 6 seconds. Alternatively, they can breathe in through the nose slowly for 5 seconds and hold, and then breathe out through the mouth slowly and with control for 7 seconds. Repeat as needed.

8. Picture their peaceful place. Have your students visualize a moment or place that makes them feel the most peaceful. This is a good strategy for students to use when feeling high levels of emotionality. Students close their eyes and think of a place that makes them feel calm and peaceful. Tell them to picture every detail—what it looks like, what different objects there feel like, any smells and any sounds—and to picture themselves there. Where are they in that special place? What are they doing? When they're ready, they open their eyes.

For full article see <https://www.edutopia.org/article/movement-sequence-help-students-maintain-self-regulation>

Items of importance:

- The *Digital Equity Survey* has been posted to our website at: <https://www.whufsd.com/article/722387>. Parents who completed the survey earlier this year do not need to complete it again. We ask that all families take the time to submit feedback. Thank you!
- As we enter the warmer weather season, I want to remind families of our established dress code as stated in the student handbook. Specifically:
 - o Tops should completely cover the torso.
 - o Shorts and skirts may be worn at an appropriate length when standing.
 - o Any illustrations or slogans on clothing should be appropriate for an educational setting.
 - o Footwear must be safe and appropriate for navigating the school. Items such as flip-flops, sandals, and "Crocs" are not safe and not allowed.
- We have resumed outdoor line-up in the mornings. Students will need to remain outside until 7:45 unless they are getting breakfast or attending extra help. Thank you for understanding.
- Please see the letter mailed home on 3/30 regarding important footwear and cell phone reminders. The letter can also be found on our APP or website at: <https://tinyurl.com/2p9a4ves>
- **Have you downloaded the West Hempstead App yet?** It is available in the App Store and Google Play, just search "West Hempstead." This will let you keep track of everything happening in our school and access documents such as this "Week @ WHMS" newsletter.
- *Let me know when you have exciting learning taking place that I can tweet out and be sure to tag @WH_MS RAMS if you tweet yourself*

Items of interest:

- Our club calendar is available on the website at: <https://www.whufsd.com/o/whms/browse/221769>. Students should listen to AM announcements for the most up-to-date information about meeting dates and locations.
- The **extra help schedule** can be found at: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1553808/Extra-Help_Schedule_MS_21-22.pdf. Students should take advantage of teachers' availability to do their best work.
- The Homework Center is open after school on Monday, Wednesday, and Thursday. See details below:

Homework Center Information: 21-22

Homework Center is open 2:45-3:45 on the following days

<u>Day</u>	<u>Teacher</u>	<u>Room</u>	<u>Notes</u>
Monday	Ms. Elezi	257	Support available for any subject, or just a quiet place to work after school.
Wednesday	Ms. Geiger	17	
Thursday	Ms. Rogan	16	

"COVID Corner" Information:

- **Please send your child to school with a refillable water bottle.** Our water fountains are "COVID-safe" and only the water bottle filler function is available.
- ESPECIALLY in light of the reduced mask use, I cannot say how vital it is that **if your child, or anyone in your home, feels sick, your child MUST REMAIN HOME FROM SCHOOL.** Call the nurse or Mr. Murray for advice on when it is okay to return to school.

Looking ahead:

Monday, May 23: *Day 2*

- NWEA testing for Math, alternate bell schedule, details to follow

Tuesday, May 24: *Day 1*

- **NYS Science Exam – select 8th grade students** (schedule to follow)

Wednesday, May 25: *Day 2*

- **NYS Science Exam – select 8th grade students** (schedule to follow)
- PST meeting, 1:15pm
- WH Family STEAM Night, 6:00pm @ WHHS

Thursday, May 26: *Day 1*

- NYSSMA Majors field trip, select MS band members (details to follow from Mr. Coleman)

Friday, May 27: *Day 2*

- **SCHOOL IS IN SESSION – Make-Up Day for 12/23 School Closure**
- RTI meeting, 8:45am
- Algebra Regents Field Test/Practice Exam, Algebra periods

Monday, May 30: **NO SCHOOL – Memorial Day**

