



HARRY HURST

MIDDLE SCHOOL

AUGUST/SEPTEMBER 2019

Mindfulness Corner

Middle school is a time of new-found independence and fun, new experiences. For many students, it is also a time when their stress levels begin to climb. Middle school students must juggle evolving peer relationships, academics, extracurricular activities, and increased responsibilities. These waters can be difficult for students to navigate, and they certainly contribute to the stress students report feeling.

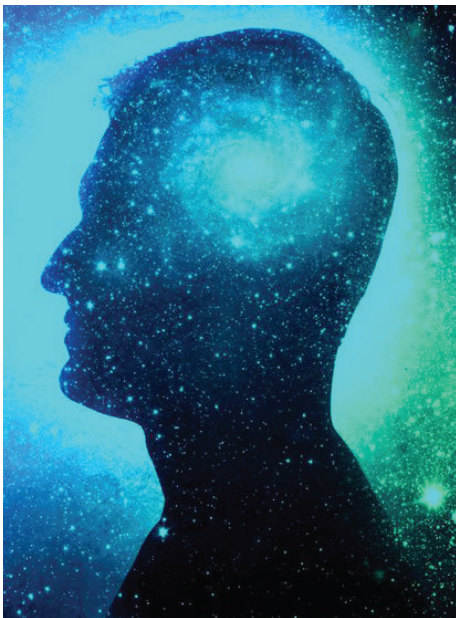
The good news is that the practice of mindfulness is a quick, effective coping mechanism for students that can provide life-long benefits. **Mindfulness is the practice of being “present.”** We often tell students to keep their head and feet in the same place. What does this mean? By practicing mindfulness, students can keep their minds on the present



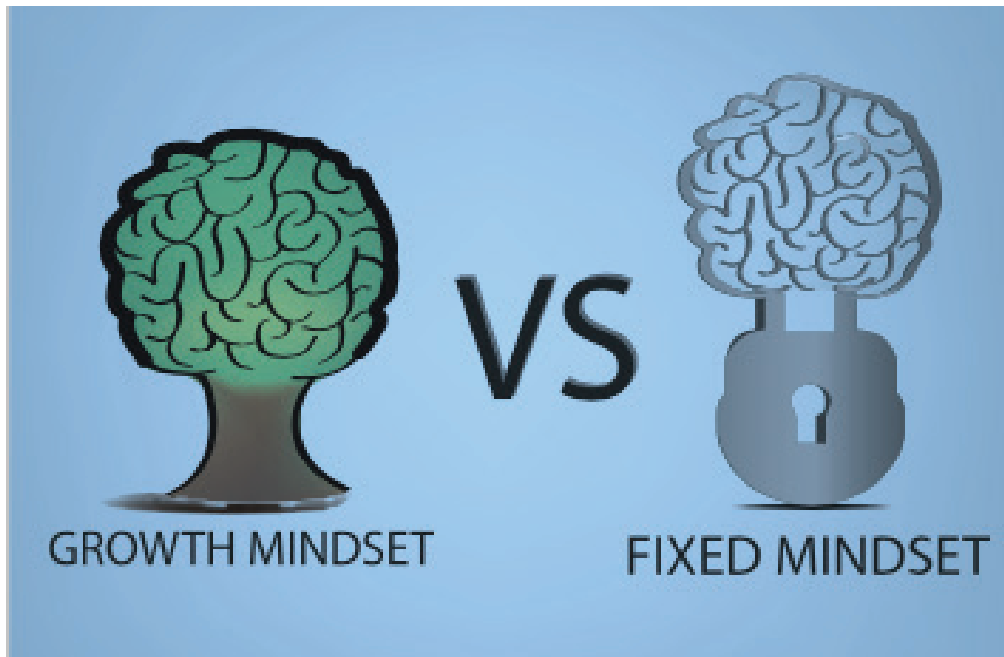
instead of becoming mired in worries about what happened on Instagram last night or how they might do on a social studies test next week. Studies show that students who **consistently** practice mindfulness experience . **less stress, better test scores, stronger immune systems, better memory, and many other benefits**

So what does mindfulness look like? At Hurst, we begin each class with what we call a “Mindful Moment.” This involves 10-30 seconds of slow, focused breathing. This practice helps students transition into the class and get their head and feet in the same place. Why deep breathing? Stress is a nervous system response, and by taking several slow, deep breaths, we *relax* the part of the brain that acts like a smoke detector, calming us down and helping us to be more present.

One mindfulness exercise is to breathe in slowly for five seconds, hold the breath for one second, and then exhale slowly for seven seconds. This requires our attention to focus on controlling our breath, and when done several times, it allows us to become more present and less stressed. This is a great way for the family to relax together at the end of a long day, a good way to start mornings together, or even an effective calming practice before going to sleep. Try this at home with your student! By helping students learn to manage their stress, we can help them to **be better than yesterday...** emotionally, mentally, and academically!



MINDFULNESS



Growth Mindset

Here are some things you can do to extend and promote growth mindset in your home:

- Encourage your child to take risks and tackle new challenges at school.
- Praise your child not for the ease with which he or she learns a concept but for the amount of effort put into learning it.
- At some points during the year there will be a productive struggle to learn and master new skills or concepts, help your child to push through and not give up.
- Emphasize perseverance and effort in extracurricular activities. For example, "I'm proud of how much effort you put into that basketball game" instead of "I'm proud of how many points you scored in that basketball game."

Here at Harry Hurst Middle School, we are firm believers in the power of a growth mindset, and approach each year with a belief that all students are capable of learning and growth. What is growth mindset? Simply put, it is the belief that intelligence and ability are not fixed traits or that we are born with only so much of them. Rather, with effort and perseverance all students are capable of academic achievement.

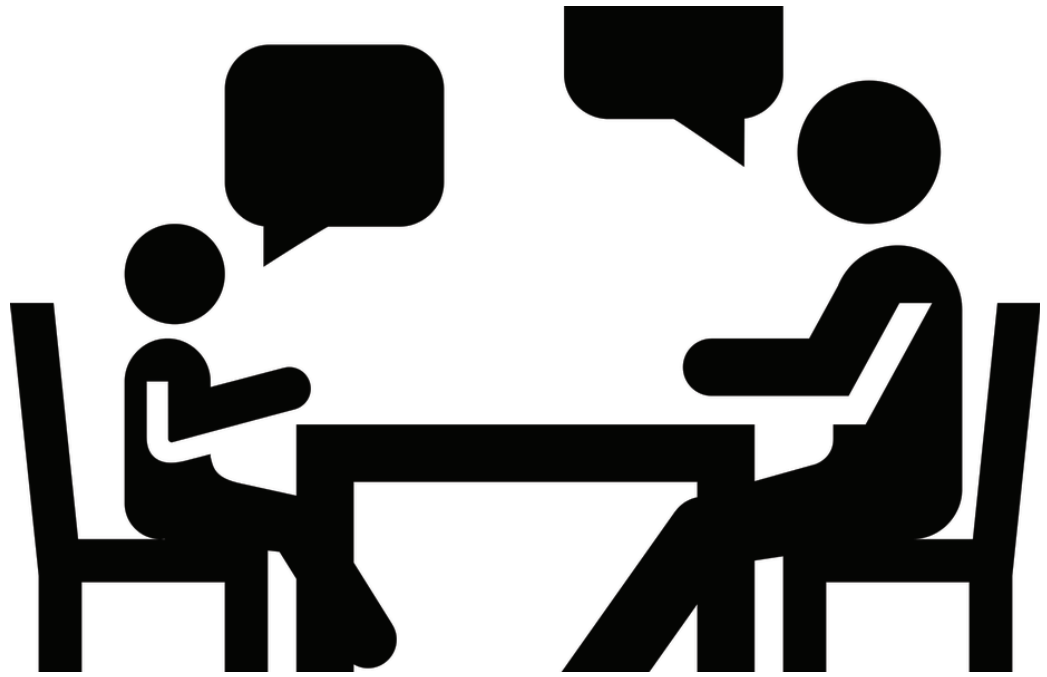
Every day, your child will be immersed in the growth mindset. Students will be asked to take educational risks. They will be praised not for their mental quickness or natural intelligence but for approaching the process of learning with grit and determination. And they will grow in ways they never thought possible.

Each month we will have a new growth mindset mantra for students to focus on in order to help them develop more of a growth mindset in themselves. August's mantra is "Everyone can learn!"



We hope you'll commit to joining us on this growth-mindset journey, knowing that we will be helping to develop students into more resilient, life-long learners.

OUR COUNSELORS



We would like to introduce ourselves to all of our Hurst students, parents, and guardians. We are the counselors at Harry Hurst Middle School! Tina Chaisson is the counselor for 6th grade and half of 7th grade (Teams 1, 2, and 3). Meghan Duplessis is the counselor for 8th grade and half of 7th (Teams 4, 5, and 6).

Here at Hurst we are involved with the students in a variety of ways. Some of those include:

- Classroom Presentations—We visit all grades to address social-emotional skills, career exploration, and academic success.
- Advisory Lesson Planning— Each month, we contribute to the lessons the teachers to deliver to his/her students through advisory class. This year, there is a continued focus on HURST Core Values (Honor, Unity, Respect, Self-Motivation and Tolerance) and the character education components of CARES (Cooperation, Assertiveness, Responsibility, Empathy, and Self-Control). Each month we will focus on a new character education component. We also provide ongoing study skills lessons through advisory and lessons growth mindset.
- Mentoring—We facilitate the 8th Grade to 6th grade Buddy Mentoring Program as well as our Community Mentoring Program.
- Individual Counseling – We meet with students short-term to work through problems or concerns affecting them at school.
- Consultation with Staff/Parents – We are available to meet/talk with teachers and parents to help support students and provide resources and education about issues affecting children.

If you need to get in touch with us, please contact the office by phone or email us at the following addresses:

TEAMS 1, 2, and 3 (6th and 7th Grade) Tina Chaisson— tchaisson1@stcharles.k12.la.us

TEAMS 4, 5, and 6 (7th and 8th Grade) Meghan Duplessis— mduplessis@stcharles.k12.la.us

We hope everyone has a great year!

Sincerely, Tina Chaisson and Meghan Duplessis



Library News

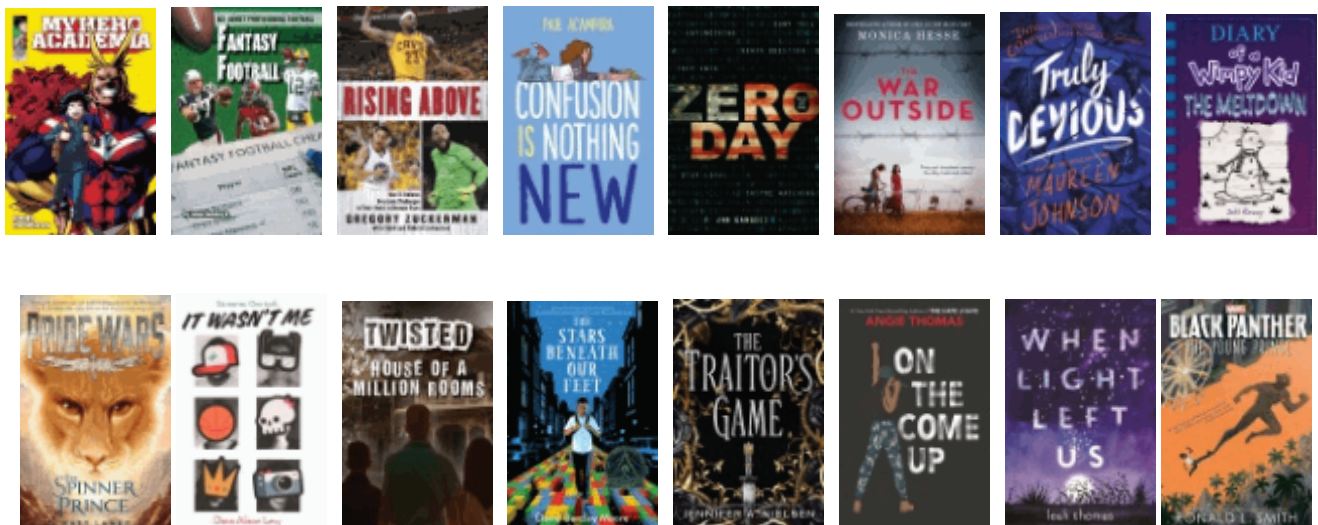
Welcome back to school, Roadrunners! The books missed you. We hope you have had a wonderful start to the 2019-2020 school year.

Many new books were added to our library collection since the end of last school year. For a full list of the new titles and to read what they are about, follow this link to our Hurst Destiny page:

<https://destiny.stcharles.k12.la.us/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home>

Once you get to the Hurst Destiny page, click Catalog at the top, Resource Lists on the left, and select “New Books August 2019.”

Also, if there are any books you’d love to see available in your Hurst Library, please let Mrs. Lusco or Mrs. Granier know. We are always looking for new titles for our Reading Roadrunners!



China Takes Notice Of Hurst Wetland Watchers Project

Hurst Middle teacher, Barry Guillot, was interviewed by Columbia University's Earth Institute about the Wetland Watchers Service Learning Program in order to provide insight on developing a set of sustainability education modules for all Chinese middle schools.

"We feel that project-based learning is an indispensable element in sustainability education that incorporates the interdisciplinary nature of sustainability, and provides students the opportunity to practice problem-solving and systems thinking related to sustainability issues and at the same time impact the local community," said Hayley Martinez, Senior Program Manager for The Earth Institute, Columbia University. "During our research on project-based learning, we came across the Wetland Watchers program from the National Environmental Education Foundation website, where the program is listed as an model of environmental project-based learning," said Anyi Wang Post-doctoral Research Scholar, "We felt we could learn a lot from Wetland Watchers, considering that the program is school-based and targets grade levels similar to the students we are targeting for our project." "The Wetland Watchers program provides various opportunities for students to express their voices, ideas, and actually create impacts on the local community through Science Nights, Swamp Sweeps, and other activities," Anyi Wang continued, "The notion that their actions can lead to visible changes around them



"Students planting trees at 8th grade Wetland Watchers trip"

is important for students to develop the sense of "locus of control" which complements the sustainability knowledge and values developed from schooling."

Guillot created the Wetland Watchers Service-Learning program over 22 years ago. It has been honored as a National Model for Service-Learning by the National Youth Leadership Council based in Minnesota and Youth Serve America based in Washington DC. It has also been featured in documentaries by George Lucas (Star Wars) as one of the most innovative science groups in the nation, and by Diane Sawyer on an ABC Children First Special as one of the best student-led environmental programs in the country.

"I think they are most excited about the passion of the Wetland Watchers students and the commitment they have," Guillot said. "They want to replicate those types of experiences in their middle schools so their students are excited about getting involved." Guillot has assisted teachers in replicating similar projects throughout the United States, but having the Wetland Watchers project as one of the models for modules that will be

used for every Chinese Middle School is humbling. "I always say I became a teacher so I could make a difference in other people's lives," smiled Guillot, "It is really exciting to imagine that there is a chance that something that I started might impact the educational experiences of a student in China. In any country, the young people are their strength."

"Imagine if these young people are given some freedom to solve some of the issues in their communities and the impact that will make on these students," said Guillot, "Just like in our country, these young people are their future, and the more they are able to work with real world issues, the more prepared they will be as our future leaders."



6th Grade Social Studies Unit Overview

What is the goal of this unit?

- Your child will read, view, and discuss a variety of sources to respond to the following claim and unit assessment.

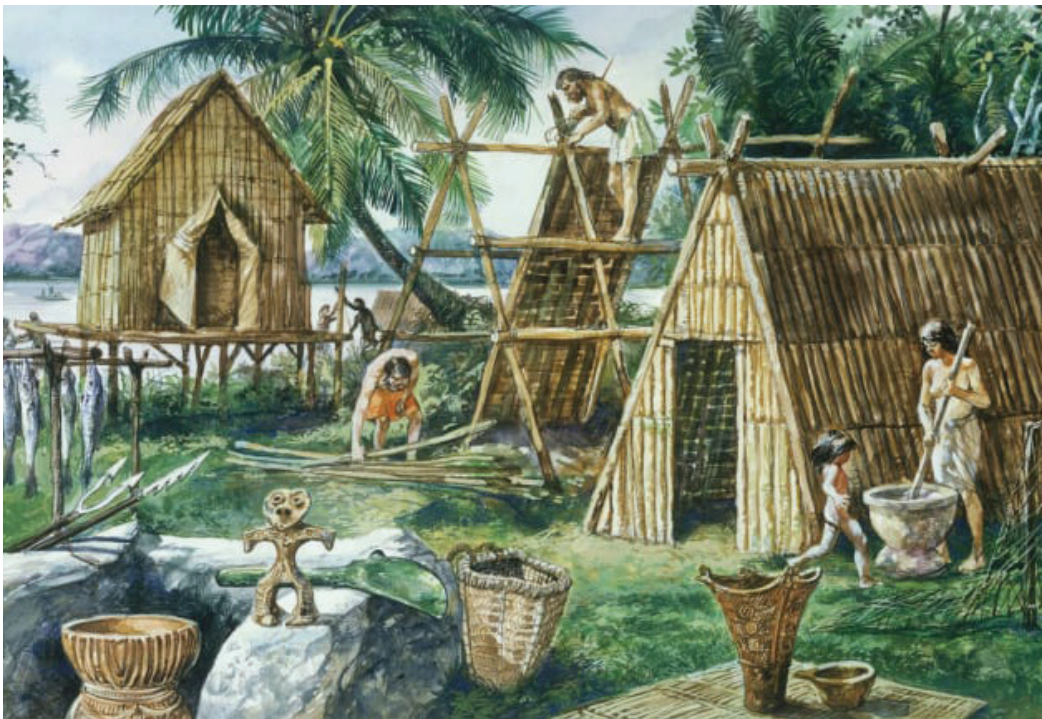
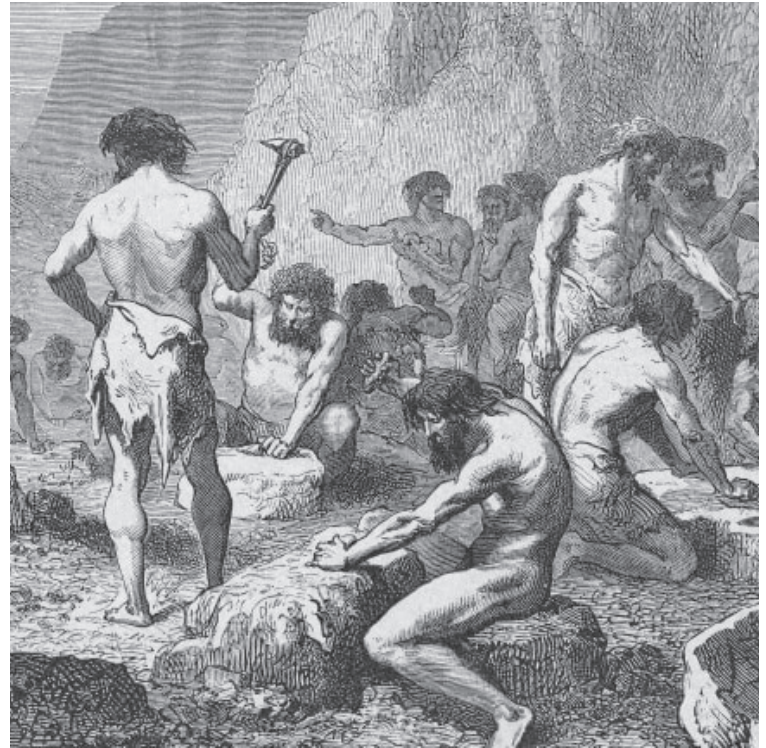
Unit Claim: How do environmental changes impact human life and settlement?

Unit Assessment: Students demonstrate mastery of the content by creating a powerpoint or other digital presentation in response to the unit claim (see above). Students will be required to use evidence from the various sources studied throughout the unit.

What topics and tasks will your child engage in to respond to the unit claim and unit assessment?

- Topic 1: Influences on Civilization
 - Influences on Civilization
- Topic 2: Early Humans
 - Learning about Early Humans
- Topic 3: Agricultural Revolution
 - Agricultural Revolution

Early Humans: Survival and Settlement



7th Grade Social Studies Unit Overview

Road to Independence



What is the goal of this unit?

- Your child will read, view, and discuss a variety of sources to respond to the following claim and unit assessment.

Unit Claim: How did challenging the British government lay the foundation and shape the American identity in its earliest years?

Unit Assessment: Students demonstrate mastery of the content by engaging in a Socratic seminar (a discussion strategy in which students lead a discussion about complex texts, to compare and contrast ideas, and to allow for students to refine their thinking about texts and formulate new ideas about texts based on the ideas of others) in response to the Unit Claim question (see above). Students will use historical evidence and their knowledge of social studies to develop and support their position.

*Students will consider:

- British governing of the colonies
- Taxation without representation
- Attempts at peaceful negotiations

What topics and tasks will your child engage in to respond to the unit claim and unit assessment?

- Topic 1: Rising Tension with Great Britain
 - The End of the French and Indian War
 - British Colonial Policies in America
 - The Stamp Act Crisis
- Topic 2: Crisis in the Colonies
 - Events Leading to the American Revolution
 - Colonial Propaganda on the Eve of Revolution
 - Colonial Government on the Eve of Revolution
 - The Colonies Declare Independence
- Topic 3: The Revolutionary War
 - Unprepared for War
 - The Patriots Gain Momentum



8th Grade Social Studies Unit Overview

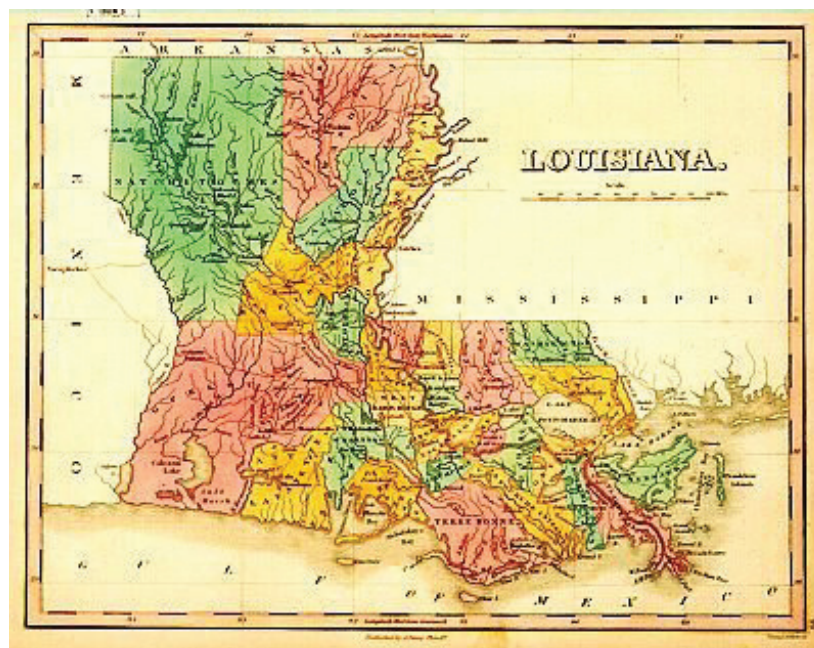
Louisiana: Settlement and Colonial Legacy

- Unit Claim: What is the legacy of settlement and colonization on an area's identity?

*Students will consider:

- What topics and tasks will your child engage in to respond to the unit claim and unit assessment?

- [illegible]



Gathering The “Bear” Facts

Eighth graders recently practiced Quantitative and Qualitative observations in the science lab by measuring the height, length, width, and mass of their gummy bear and then calculating the volume and density. Students soaked the gummy bears in water for twenty-four hours and then re-measured all of the different factors so they could describe the changes that took place. They then used this information to brainstorm ideas of how to expand the gummy bear investigation by applying different independent variables.



Memoirs

Students in Miss Kliebert’s class are learning all about memoir’s and memoir writing. They are beginning to write their own memoirs. Once they are done at the end of the semester, they can read the compilation of their memoirs!

Scavenger Hunt

Students doing a country scavenger hunt using atlas/ longitude latitude coordinates in 6th world history.

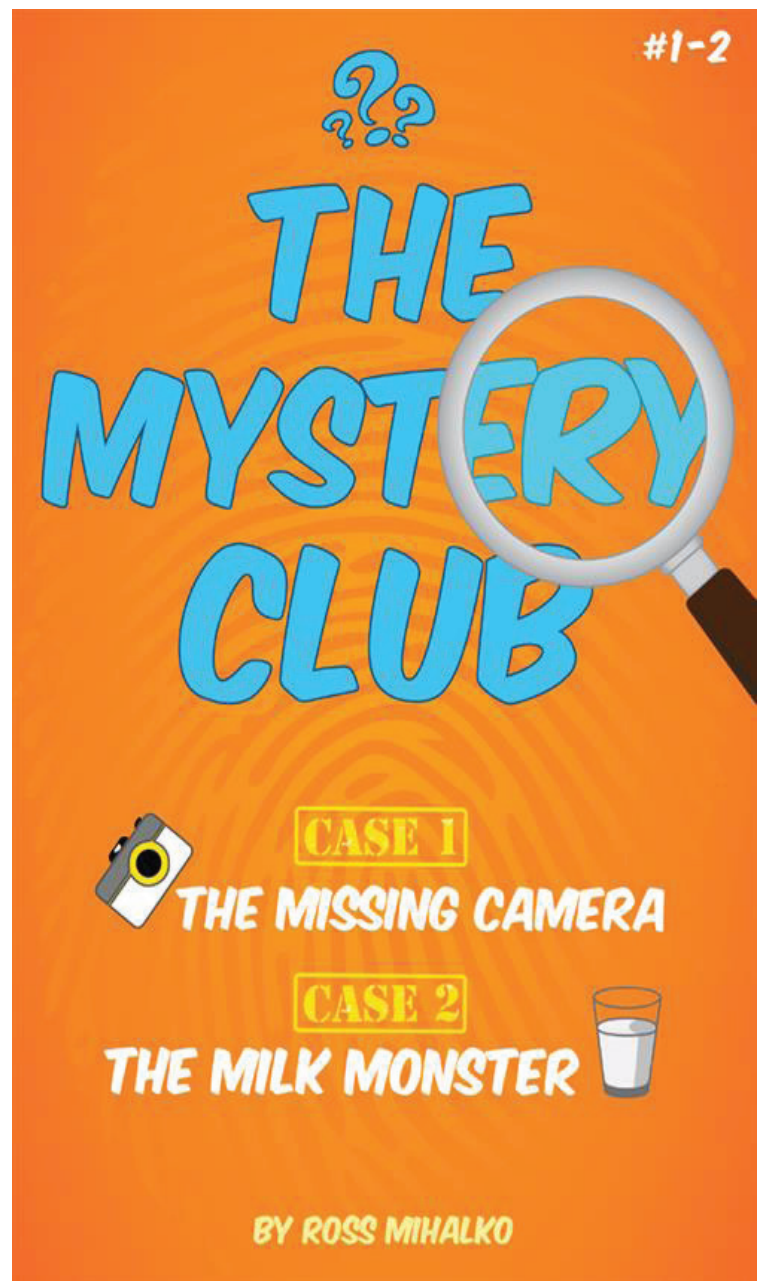


Talented Theatre

Auditions for the Talented Theatre Production of The Mystery Club are August 28-29th during the student's class blocks. The 7th and 8th graders will perform with their peers to earn a role for our annual Fall Play.

About the play: "When an actor, athlete, scientist, gamer, bookworm, and school newspaper reporter can't get anyone to join their own after-school clubs, they band together to form The Mystery Club! The amateur detective team investigates the crimes of their fellow middle school students in these hilarious whodunits, from the aggressively supportive members of the Pep Squad, to the masters of disguise in the LARP Society, to the big-foot-chasing Cryptozoology Club." Dates for the show: November 12-13 6:30pm in Lafon Blackbox, tickets are \$6/person. Children 6 and under are Free!

6th grade is beginning their unit of Technology and Design. They will be responsible for coming up with characters costumes, set design, and much more for our Fall Play!



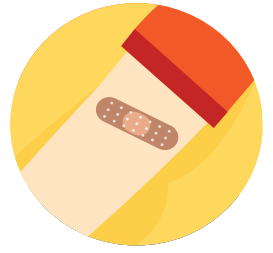
Cheerleaders Represent

The Harry Hurst cheerleaders and Rody helped to usher in the spirit for the new school year at the St. Charles Parish Back-to-School give away.



The Flu:

A Guide for Parents



Influenza (also known as flu) is a contagious respiratory illness caused by influenza viruses that infect the nose, throat and lungs. Flu is different from a cold, and usually comes on suddenly. Each year flu viruses cause millions of illnesses, hundreds of thousands of hospital stays and thousands or tens of thousands of deaths in the United States.

Flu can be very dangerous for children. CDC estimates that between 6,000 and 26,000 children younger than 5 years have been hospitalized each year in the United States because of influenza. The flu vaccine is safe and helps protect children from flu.

What parents should know

How serious is flu?

While flu illness can vary from mild to severe, children often need medical care because of flu. Children younger than 5 years and children of any age with certain long-term health problems are at high risk of flu complications like pneumonia, bronchitis, sinus and ear infections. Some health problems that are known to make children more vulnerable to flu include asthma, diabetes and disorders of the brain or nervous system.

How does flu spread?

Flu viruses are thought to spread mainly by droplets made when someone with flu coughs, sneezes or talks. These droplets can land in the mouths or noses of people nearby. A person also can get flu by touching something that has flu virus on it and then touching their mouth, eyes, or nose.

What are flu symptoms?

Flu symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.



Protect your child

How can I protect my child from flu?

The first and best way to protect against flu is to get a yearly flu vaccine for yourself and your child.

- Flu vaccination is recommended for everyone 6 months and older every year. Flu shots and nasal spray flu vaccines are both options for vaccination.
- It's especially important that young children and children with certain long-term health problems get vaccinated.
- Caregivers of children at high risk of flu complications should get a flu vaccine. (Babies younger than 6 months are at high risk for serious flu complications, but too young to get a flu vaccine.)
- Pregnant women should get a flu vaccine to protect themselves and their baby from flu. Research shows that flu vaccination protects the baby from flu for several months after birth.
- Flu viruses are constantly changing and so flu vaccines are updated often to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season.

Is flu vaccine safe?

Flu vaccines are made using strict safety and production measures. Millions of people have safely received flu vaccines for decades. Flu shots and nasal spray flu vaccines are both options for vaccination. Different types of flu vaccines are licensed for different ages. Each person should get one that is appropriate for their age. CDC and the American Academy of Pediatrics recommend an annual flu vaccine for all children 6 months and older.

What are the benefits of getting a flu vaccine?

- **A flu vaccine can keep you and your child from getting sick.** When vaccine viruses and circulating viruses are matched, flu vaccination has been shown to reduce the risk of getting sick with flu by about half.
- **Flu vaccines can keep your child from being hospitalized from flu.** One recent study showed that flu vaccine reduced children's risk of flu-related pediatric intensive care unit admission by 74%.

- **Flu vaccine can prevent your child from dying from flu.**
A study using data from recent flu seasons found that flu vaccine reduced the risk of flu-associated death by half among children with high risk medical conditions and by nearly two-thirds among children without medical conditions.
- **Flu vaccination also may make your illness milder if you do get sick.**
- **Getting yourself and your child vaccinated also can protect others** who may be more vulnerable to serious flu illness, like babies and young children, older people, and people with certain long-term health problems.

What are some other ways I can protect my child against flu?

In addition to getting a flu vaccine, you and your child should take everyday actions to help prevent the spread of germs.

Stay away from people who are sick as much as possible to keep from getting sick yourself. If you or your child are sick, avoid others as much as possible to keep from infecting them. Also, remember to regularly cover your coughs and sneezes, wash your hands often, avoid touching your eyes, nose and mouth, and clean surfaces that may be contaminated with flu viruses. These everyday actions can help reduce your chances of getting sick and prevent the spread of germs to others if you are sick. However, a yearly flu vaccine is the best way to prevent flu illness.

If your child is sick

What can I do if my child gets sick?

Talk to your doctor early if you are worried about your child's illness.

Make sure your child gets plenty of rest and drinks enough fluids.

If your child is 5 years or older and does not have a long-term health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years of age – especially those younger than 2 years – and children with certain long-term health problems (including asthma, diabetes and disorders of the brain or nervous system), are at high risk of serious flu complications. Call your doctor or take your child to the doctor right away if they develop flu symptoms.

What if my child seems very sick?

Even healthy children can get very sick from flu. If your child is experiencing the following emergency warning signs, you should go to the emergency room:

- Fast breathing or trouble breathing
- Bluish lips or face

- Ribs pulling in with each breath
- Chest pain
- Severe muscle pain (child refuses to walk)
- Dehydration (no urine for 8 hours, dry mouth, no tears when crying)
- Not alert or interacting when awake
- Seizures
- Fever above 104°F
- In children less than 12 weeks, any fever
- Fever or cough that improve but then return or worsen
- Worsening of chronic medical conditions



This list is not all inclusive. Please consult your medical provider for any other symptom that is severe or concerning.

Is there a medicine to treat flu?

Yes. Antiviral drugs are prescription medicines that can be used to treat flu illness. They can shorten your illness and make it milder, and they can prevent serious complications that could result in a hospital stay. Antivirals work best when started during the first 2 days of illness. Antiviral drugs are recommended to treat flu in people who are very sick (for example, people who are in the hospital) or people who are at high risk of serious flu complications who get flu symptoms. Antivirals can be given to children and pregnant women.

How long can a sick person spread flu to others?

People with flu may be able to infect others from 1 day before getting sick to up to 5 to 7 days after. Severely ill people or young children may be able to spread the flu longer, especially if they still have symptoms.

Can my child go to school, day care, or camp if he or she is sick?

No. Your child should stay home to rest and to avoid spreading flu to other children or caregivers.

When can my child go back to school after having flu?

Keep your child home from school, day care, or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C)* or higher.

*Many authorities use either 100 (37.8 degrees Celsius) or 100.4 F (38.0 degrees Celsius) as a cut-off for fever, but this number can vary depending on factors such as the method of measurement and the age of the person.

For more information, visit www.cdc.gov/flu/protect/children.htm or call 800-CDC-INFO



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

the 101 on ^ e-Cigarettes



American
Heart
Association.

Vaping is becoming an increasing epidemic among teens. In 2018, e-cigarette use nearly doubled in high school students.

What is vaping?

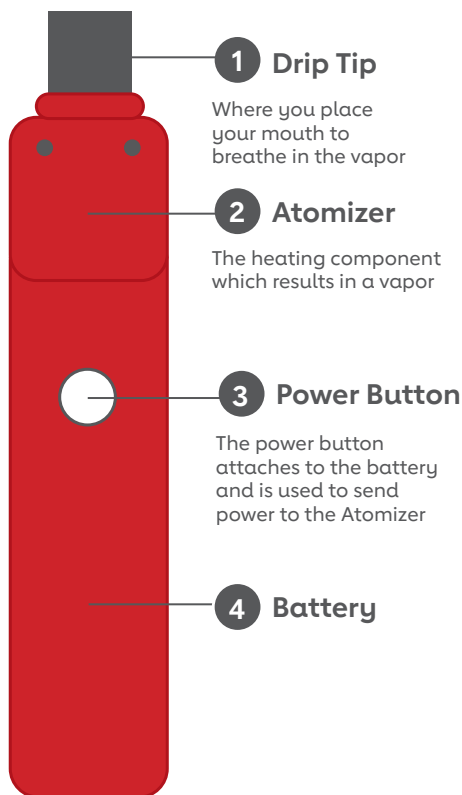
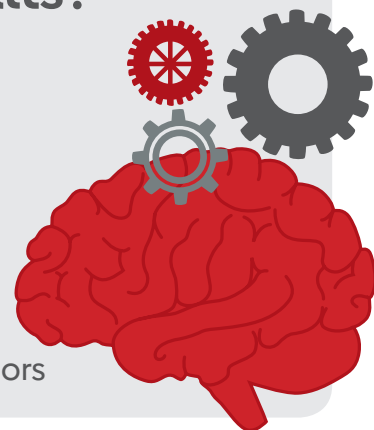
Vaping is the **act of inhaling and exhaling the aerosol, often referred to as vapor**, which is produced by an e-cigarette or similar device. The term is used because e-cigarettes do not produce tobacco smoke, but rather an aerosol, **often mistaken for water vapor, that actually consists of fine particles. Many of these particles contain varying amounts of toxic chemicals, which have been linked to heart and respiratory diseases and cancer.**

What is an e-cigarette?

Electronic cigarettes (e-cigarettes) are **battery-powered devices that can deliver nicotine and flavorings to the user in the form of an aerosol.** Most have a battery, a heating element, and a place to hold a liquid or nicotine salts. Flavors that make e-cigarettes so appealing can have toxic effects themselves, although they are GRAS (generally regarded as safe) when ingested in food or drinks.

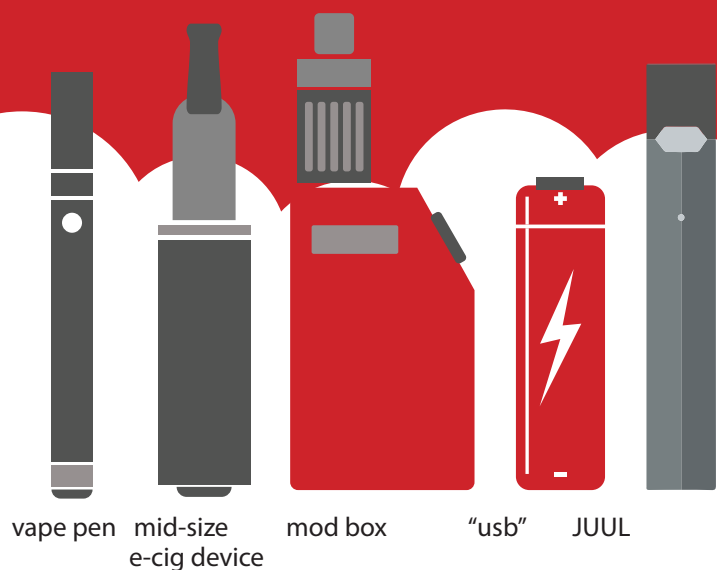
Why are e-cigarettes unsafe for kids, teens and young adults?

- Nicotine can harm the developing adolescent brain
- e-cigarettes contain nicotine
- Nicotine addiction that occurs with e-cigarette use may lead to transition to use of combustible tobacco products
- Addiction itself, whether to nicotine or other drugs, can drive undesirable behaviors





American
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Association.



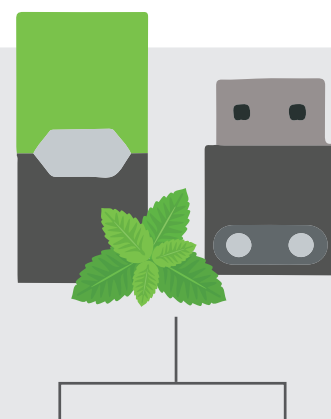
What do e-cigarettes look like?

E-cigarettes come in a wide variety of shapes and sizes ; mini (often called cig-a-like), mid-size, vape pens, vape pod systems like JUUL, e-hookahs, e-cigars, advanced personal vaporizers or mods ; even ones shaped to look like pens and usb drives.

What Is JUUL?

JUUL is a rapidly growing type of e-cigarette that became available in the US in 2015. It now accounts for about 72 percent of the market share of vaping products in the United States.

- JUUL is particularly appealing to adolescents and young adults because it has a slim design **shaped like a USB flash drive** (which makes it easier to hide).
- It comes in different colors, and a wide variety of flavors, including many that appeal to kids.
- JUUL does not emit large smoke clouds , making it optimal for discreet use.
- Not only is nicotine high in JUUL pods, it is present in a benzoic acid salt rather than a free base which increases the rate of nicotine delivery and decreases the harsh sensation in the mouth and throat.



The JUUL nicotine refill ("pods") contain as much nicotine as a pack of 20 regular cigarettes. Average pod length varies but can last up to 200 puffs.

Noting this unprecedented spike in e-cigarette use in youth, in December 2018, the US Surgeon General issued an advisory for parents, teachers and health professionals about the negative health consequences of e-cigarettes in kids.

What can parents do?

- Do not use any tobacco products
- Talk with your kids about the dangers of smoking and the importance of avoiding any tobacco use (conventional cigarettes or e-cigarettes)
- Educate your kids that e-cigarettes contain nicotine, a HIGHLY addictive substance
- Advocate for comprehensive tobacco prevention policies (that include e-cigarettes)

IMPORTANT NOTICE

Notice: In 1986 all asbestos materials were identified in all school buildings. A management plan was developed for each school as per the Asbestos Hazard Emergency Response Act (AHERA). The management plan is located in a binder in the main office of each school. The binders are available for review upon request.

Since the plan was developed, most of the asbestos has been removed. In a few buildings, some floor tiles still remain that contains asbestos. All of the schools meet the health requirements that pertain to the regulation. If you have any questions concernings this topic, please contact Kevin Barney, Director of Physical Plant Maintenance at 985-331-3600 between the hours of 7:00 a.m. and 4:00 p.m.