



General News

Pershing Hill Elementary



From the Principal

What a year this has been! I am so proud of our students and families for how well they responded to the challenges of online learning. I have been amazed by the quality of work that students completed over the past weeks. I am also incredibly proud of our staff for their hard work all year and, even more so, for their commitment to our children during the pandemic. They rose to the occasion and diligently attempted to keep things as normal as possible. Most importantly, they fostered positive relationships with students and families during a time when it couldn't have been more important. I would like to give special thanks to our PTA and all the volunteers who worked so hard this year. We had an incredible number of volunteers this year! Your involvement made a difference! If you and your family are leaving Ft. Meade and Pershing Hill, we wish you all the best! We hope you'll take many fond memories with you. While we don't yet know what next school year holds, I wish all our families and staff a great summer.

Sincerely,

Christopher Wooleyhand, Ph.D.

Volume 3
Issue 10

June 2020

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at:

<https://www.aacps.org/Page/4838>

Farewell!



We would like to wish a fond farewell to our secretary, Joann Smith, who is retiring after working for AACPS for 25 years. Mrs. Smith started at Pershing Hill in 1993. Ralph McCann was the principal at the time. She played a key role during the transition from the old school building to the new one. She was responsible for ordering most of the items still in our school today during the two years that the school was being built. She called it a, "Stressful, but exciting time." Mrs. Smith says the thing she will miss the most about retiring is not seeing all her friends. She stated, "I absolutely love the relationship that I have with the teachers and the staff." She always considered herself the "school mom." Mrs. Smith enjoyed helping staff whenever she could. She looked at her duties as a privilege, more than a job. Mrs. Smith is looking forward to doing whatever she wants, whenever she wants. She hopes to travel a little with friends and family and have lunches with her retired friends. She is also looking forward to spending time with her granddaughters. We wish her the best!

Indoor Games & Activities to Get Kids Moving

Courtesy of BigLifeJournal.com

GO ON AN ALPHABET SCAVENGER HUNT

Make a poster with the alphabet and have your child search for items that begin with each letter.

Play hopscotch in a hallway

Use any paper you have on hand (or cardboard) to cut out shapes. Use double-sided tape to place the shapes on the floor to begin your game of hopscotch.

Create a obstacle course

Use items around your house (pillows, pool noodles, baskets, etc.) to create a fun obstacle course.

Play the floor is lava

Decide which furniture is ok to jump on and considered safe. Set a timer and the first person yells, "The floor is lava." All other players must get to the "safe" spot before the time runs out.

Go on an animal safari

Draw or print different animal shapes and have your child color them in. Hide them around the house for your child to find.

Play I Spy Cleanup

Set a time to put away as many items until the clock runs out. Call out an item for your child to race towards, grab, and put away!

Play a flashcard hide and seek

For younger children, hide flashcards of letters and numbers around the house. Have your child find the cards and tell you the letter or number they found. For older children, hide word or math fact flashcards and have them tell you the answer when they find them.

biglifejournal.com

PLAY HIDE AND SEEK

One person counts and covers their eyes (no peeking!) for 20 seconds while everyone else finds a place to hide.

DANCE YOUR HEART OUT!

Have a group video call with friends and do a virtual dance party. Use tools like Skype or Zoom.

PLAY TWISTER

Dig up your old Twister game and teach your kids how to play. If you don't have one, cut out different color circles, tape them to your floor, and create a simple spinner.

PLAY FOLLOW THE LEADER

Have your family take turns being the leader. The leader gets in front of the line with everyone else behind them mimicking the leader's actions. Get creative with your movements! Wiggle your arms while walking, march, bunny hop, etc.

WRITE THE ROOM!

Hide sight words (letters, numbers, spelling words, etc.) around the room or house and have children find and record them using clipboards.

Play Simon Says

A person named Simon is the leader and gives out commands. For example, "Simon Says run in place! Simon Says crawl like a bear." If Simon doesn't start the command with "Simon Says," the players to follow the command are out.

CREATE A SAFE PHYSICAL ACTIVITY SPACE

If you have an open space like a basement, take an old mattress and place it on the floor for gymnastics or wrestling.

PLAY RED LIGHT, GREEN LIGHT!

Choose a start and finish line. Have everyone line up against a wall. Red light means stop, and green light means go! One person will yell out either command as everyone races to the finish line.

Do a "Deck of Cards" workout!

Assign each shape a different exercise. For example, Hearts = running in place, Diamond = jumping jacks, Spades = push-ups, Clubs = sit-ups. Take turns flipping the cards and doing that number of the exercise.



Social Distancing is Toughest on the Youngest Ones

by krosslearning6036 | Apr 9, 2020 | Childhood Trauma, Coronavirus | 0 comments

Many people are concerned about the potential harms of social isolation during the Coronavirus outbreak, especially in our most vulnerable populations. With regard to children and youth, some have wondered how closing schools might stunt student growth. Others worry about how canceling sports might result in medical issues in the future. Unfortunately, these concerns are the least of our worries.

The present combination of overwhelming economic stress, extreme social isolation and limited control over outcomes creates a literal “perfect storm” that will produce cataclysmic increases of child abuse and neglect and other childhood traumas like domestic violence and parental substance abuse. The results will last generations. Just as we were starting to gain widespread awareness of the devastating impact of trauma in childhood, most communities are about to experience a rise in trauma even the most pessimistic child protective service worker could not have imagined just a few weeks ago.

Adult Stress Leads to Stress for Children

As researchers and child advocates have extolled for decades, the causes of child abuse and neglect include parental stress, social isolation, inadequate supports and limited access to resources. Each of these causal conditions has reached unprecedented and extraordinary levels as a result of the COVID-19 interventions. Parental stress is both ubiquitous and profound. In addition, many parents perceive a dramatic lack of control over the outcomes of the COVID-19 interventions — not the least of which is how long the economic and social restrictions will last. When we adults find ourselves in highly stressful contexts, our perception of how much control we have over the outcome directly impacts the severity of our stress response. When perceived control is low, stress is high. Compounding the problem is that healthy outlets for adult stress are limited or nonexistent, unhealthy alternatives like substance use are sought which seldom portends a good prognosis for the children under our care and supervision.

Social isolation exacerbates parental stress because the support of others — friends, co-parents, extended family, religious organizations and social services — is often the difference between effective stress management and more impulsive and often volatile behavioral responses. Inadequate resources abound because even fewer families than government officials saw this coming. Parents who have lost income, healthcare access, food sources, transportation options, and child care services are experiencing a tsunami of adverse events that even the most supported and resilient adult would find difficult to manage. The limited access to resources that are available to

parents contributes further to the crushing weight of what the COVID-19 response has wrought. Schools and child care facilities are closed. Social services are being delivered remotely (if families have internet access). and most home-based services have been suspended.

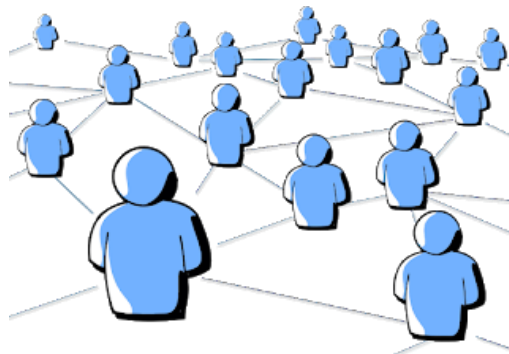
Children Lose Contact with Their Advocates

This restricted access to services also eliminates a primary protector of children — being seen by other caring adults. If children are not seen in school or the community then child abuse and neglect go unseen as well. When child advocates do not get to homes to engage with and support families, the shadows in which abuse and neglect proliferate grow deeper and longer. It is not too late to prevent child maltreatment even under these dire conditions. Government authorities and child advocates can incorporate exceptions to certain social isolation restrictions so that supportive adults have physical access to vulnerable families and can support them. In addition, grandparents, aunts, uncles, neighbors, teachers, and pediatricians can discover new ways to reach out to help families reduce stressors.

We Must Support our Parents

We can make calls to parents to “be with them” and encourage them to notice, name and express their fears, frustration, anger, and depression and help them problem-solve. Just like checking on the elders in our community, it is more important than ever to check on the children. Applying our ingenuity and “can do” spirit to connecting with families during this crisis, we can mitigate the unseen crisis impacting our nation’s children. Read “Help Calm the Storm” to see specific steps you can take to protect the children in your family and community.

Perhaps most important, we can start now to prepare as communities for the extreme treatment needs that hundreds and likely thousands of children and youth will bring us once this storm has passed. If we start preparing now we can respond with the skill, knowledge and human connection required to help our children heal.



PHES 2020 - 2021 School Supply Lists

1 st Grade Supply List	2 nd Grade Supply List	3 rd Grade Supply List
Backpack (non-rolling) 4 dozen #2 <u>sharpened</u> pencils (no mechanical pencils or sharpeners) 2 standard size hard plastic pencil boxes 2 pairs of blunt end scissors 1 12-pack of colored pencils 3 24-pack box of crayons 1 pack yellow highlighters (girls) 1 pack black EXPO markers 10 glue sticks 6 primary lined composition notebooks 4 plastic pocket folders (1 red, 1 green, 1 blue, 1 purple) 1 plastic folder with prongs, purple 1 pack of baby wipes (for Art) 1 box of Ziploc gallon size (girls) 1 box of Ziploc bags sandwich (boys) 1 pack 3"x3" post it notes (boys) 1 pair of Earbuds Emergency change of clothes packed in large zip lock bag 1 box facial tissues <u>Donations</u> Baby Wipes Hand sanitizer	Backpack (non-rolling) 4 dozen #2 <u>sharpened</u> pencils (no mechanical pencils or sharpeners) 2 jumbo pink erasers 1 zippered pencil pouch 2 pair of blunt end scissors 2 24-pack box of crayons 1 box of colored pencils 2 packs of Dry Erase Markers 12 glue sticks 1 pack of 3"x3" post-it notes 2 wide-ruled composition notebooks 4 plastic pocket folders (1-red,1-green,1-blue, 1-yellow) 1 box of Ziploc gallon size (girls) 1 box of Ziploc bags sandwich (boys) 1 Yellow Highlighter 1 box of Tissues (boys) 1 pack black Expo Markers (girls) 1 pair of Earbuds <u>Donations</u> Hand sanitizer Baby Wipes Post-it notes Glue sticks Tissues Expo markers	Backpack (non-rolling) 4 plastic pocket folders (1 red, 1 green, 1 blue, 1 yellow) 3 composition notebooks (1 red, 1 green, 1 blue) (no spirals please) 6 glue sticks 1 pack of Crayons 4 dozen pencils (pre-sharpened) 2 pack of EXPO markers (Black) 1 pair of scissors 1 pack of lined paper 1 inch binder (no zipper) 1 pencil box 1 box of tissues 1 box of Ziploc bags - quart (girls) 1 box of Gallon Ziploc bags (boys) 1 5-pack of dividers <u>Donations</u> Index Cards Post-it notes Clorox Wipes/Wet wipes/ Baby wipes Hand Sanitizer

4 th Grade Supply List	5 th Grade Supply List
<p>Backpack (non-rolling) 3 dozen #2 pencils (no mechanical pencils) 1 (2-pack) big pink erasers 1 pair of scissors 1 fabric zippered pencil pouch with holes – no boxes 1 Marble Composition Notebook 1 Spiral Notebook 2 4-pack of Dry Erase Markers 2 red pens 2 highlighters 6 glue sticks 1 24-packs of crayons 4 pocket folders (3-ring), no prongs 6 packs of loose leaf, wide-ruled paper 1 2-inch, 3-ring binder (no larger) 1 5-pack of plastic dividers Tissues</p> <p><u>Donations</u> Clorox wipes Hand Sanitizer Liquid Soap 1 pair of Earbuds (will be personalized for that student) Ziploc Sandwich Bags Ziploc Gallon Bags</p>	<p>Backpack (non-rolling) 1 3-ring binder, 2 ½-3 inches (No Trapper Keepers/Zippered binders) 3 dozen #2 sharpened pencils (no mechanical pencils) 1 zippered pencil pouch for binder 1 pair of scissors 1 box of colored pencils 1 pack “Low Odor” Dry Erase Markers 2 red pens 2 highlighters 2 glue sticks 1 pack 3 x 5 index cards 1 pack 8 tab dividers 5 packs of 3”X3” Post-It notes 2 packages of wide-ruled loose leaf paper 3 wide-ruled composition notebook 2 wide-ruled spiral notebooks 1 pair headphones or earbuds to keep at school Tissues</p> <p><u>Donations</u> 1 box of Ziploc Bags quart size 1 box of Ziploc Bags gallon size Liquid soap Hand Sanitizer Baby wipes/wet wipes</p>

PHES June 2020 Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18 Last day for students	19	20
21	22	23	24	25	26	27
28	29	30				