



IMPORTANT DATES AND REMINDERS

- September 28 - October 9
Listening Conferences
- Thursday, October 1, 2014 at 5:00 pm
Governance Board Meeting-see attached flyer
- Friday, October 3, 2014 at 9:45 am
Friday Share

September 25, 2015

Volume 19, Issue 1

With Appreciation

Dear Mission Hill School Friends, Families, Students and Staff,

It was about this time last year that I wrote to you all about attending the graduation at the Farm School's Learn to Farm program. Being there made me think about how useful it is to begin our Mission Hill school year by attending a graduation. It brought to mind all the things I wanted for our students when they end the school year. What are your hopes for this year? Goals bring us (students, families and teachers) together with clarity, direction and more informed decision making about learning experiences.

I attended the Learn to Farm graduation again this year. But its influence was different. The ceremony was all about showing appreciation for one another in a variety of ways (shout-outs, songs, and written words). I watched the growing smile of each person publically appreciated. Hearing each acknowledgement made the gathering feel smaller and more intimate with each word spoken.

I have a few appreciations to share about contributions made so far at our school. Our first Family Council meeting of the year was held on September 10th. Families and staff members learned and shared information about our school in addition to having an important discussion about equity, access and fundraising. Thank you for being there with a willingness to ask questions, share ideas, and consider other possibilities.

This September as we set goals for our children/students and get to know one another, take a moment to appreciate the members of the conversation through what they have contributed. This fall is a time to build relationships and acknowledge the contributions that people make.

A few of our families have called to express joys, worries and sorrows. Communication is key. Thank you for sharing what troubles you and what thrills you about our school and your child's experience. Your perspective helps inform our staff conversations and actions.

The team of educators we have this year met for seven days to plan, learn together and discuss items that needed clarity or resolution before the school year began. Thank you MHS team for contributing to the learning of your colleagues on behalf of the students and families we work with. It is our collective work that will make our students thrive.

With appreciation,



Staff attended a two-day retreat at the Farm School before school year began.

KINDERGARTEN

Room 108

In Room 108 we have been working hard to get to know each other's names and the routines of our classroom. We have been also getting to know the Mission Hill Way: Be Kind and Work Hard. In our classroom, we've agree to use kind words. To help, we have been making a list of kind words. So far we have: Thank you, Sorry, Please, Can I play?; You can play with me and I can share. We have been learning some of the signs for these kind words. So far we have practiced the signs for Sorry, Please, Thank you and Play. Ask your child about kind words! What kind words are you using at home?

-Geralyn B. McLaughlin



Room 106

This week the students in room 106 and I spent time reading *Make Way for Ducklings* by Robert McCloskey. The children got particularly excited when in the story it said, "When they got to Boston..." We continued reading and came to the sentence, "And only just in time, for now they were beginning to molt."

I asked the children what they thought molt meant. One student said, "I think their feathers are going to fall out." Another shared, "Maybe it means tired from flying." A third student said, "Lay eggs." We decided to investigate more.

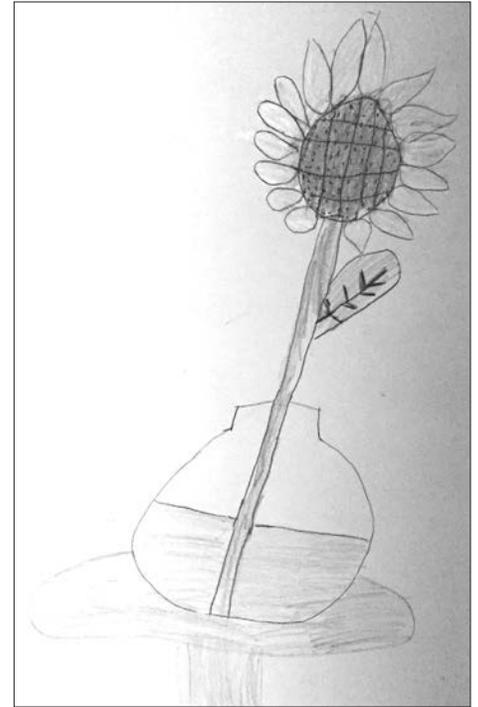
We ventured upstairs to ask folks what they thought molt meant. Close to 80% of the folks asked said it had to do with changing. People shared that they believed the feathers would come off of the birds.

I asked the children, "How will we know for sure what molt means?" Darby said, "We can look it up on the internet." Here is what we found; of an animal) shed old feathers, hair, or skin, or an old shell, to make way for a new growth. (Thank you Google) *Make Way for Ducklings* has inspired us to learn more about birds in Boston. We hope you will enjoy the journey with us.

-Kathy D'Andrea

Room 107

In the few weeks that we have been back, our students are quickly getting accustomed to what it means to be at school and in Room 107. We have had some lively meetings and several discussions about how to treat others. We have practiced how to take care of our things and an inspired Ava voluntarily missed snack to make



Sunflower observational drawing by Jasmine.

sure that all items were accurately replaced. We cooked oatmeal sweetened with dates and raisins that according to Shona was "Sooooo good!"; baked chocolate chip cookies, explored and enjoyed watermelon, pears, apples and grapes, and had fun popping popcorn (a favorite classroom experience).

Some students have enjoyed playing basketball and hopscotch at recess, while others like Jayden have been preoccupied with using our classroom parachute, drawing masterpieces with chalk like Dixon, or washing babies in the water table and river feature with Jaslin and Sophia. It's been a full fourteen days, as evidenced by our numerous sleeping students by 2:00. And what better way to end this week than with our first Friday Share performance. Welcome back!

-Jada Brown, Jo-Ann Hawkesworth,
& Cristina Noonan

Room 109

It has been a wonderful first few weeks of school. We've been singing, talking, drawing, building, reading, and making friends. During these first weeks of school we introduce things slowly and build the classroom environment together. This not only builds community but also ensures that everyone understands how to use the classroom and its materials.

We have focused on learning about ourselves, each other, and the school. Our projects have included creating our class agreements, self-portraits, family portraits, a class book of things we want to learn this year, name puzzles, and lots of drawing, art, building, and books.

There is a lot excitement this week as new small crawling friends joined our class. There was a lot of anticipation and excitement for their arrival. As well as many guesses as to whom they might be. The caterpillars are living in a small tank in our classroom and we will be observing them closely for changes.

-Deborah & Stephanie

GRADES 1 & 2

Room 205

What does it mean to belong? How does it feel to belong? How can we treat others so they feel like they belong? We have spent several days exploring and dissecting these questions. At first, many students connected the word belong to ownership as Milo explained, "Like, if someone took your toy, you would say that toy belongs to me." Cyrus added, "Belong means it's yours." Soley pushed our thinking by commenting, "It means like...it is supposed to be

with you." So then I asked how that connected to our classroom and the people in our class. Are we supposed to be with one another? Gimar said, "When you're in the line you belong with others. Other people can see you." Kaia added, "Everybody in this classroom, each day, we should belong together in the classroom until we're gone." When asked to describe how it feels to belong students agreed that it feels happy and exciting. Azad added that you would feel, "Proud and proud of yourself." Soley said, "You feel comfortable in that space." Jayden added, "When you come into the classroom you should feel thankful to be in the classroom." So then we thought about how our actions could help other people feel like they belong. Here is our list of ideas:

Invite people to play

Give a hug

Tap someone on the shoulder and say, "Hi"

Offer a hug, handshake, or high five

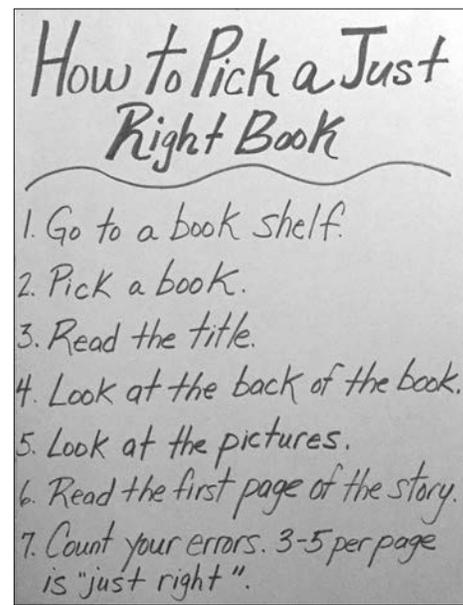
Have things that people like to do in the classroom

Play with lots of different friends

-Ashleigh L'Heureux

Room 212

Our first week in 212 we have been focusing on our routines and learning about our new community. We have been playing games, singing songs to learn each other's names and all the places on our classroom. We have also been learning our new schedule. Our goal for next week is to start Morning Meeting right at 9:30, so please have your child in the classroom by 9:25 with breakfast in their stomach. We have also been drawing and writing about what we like to do and our summer memories. Next week we will be gearing up



to start our outdoor observations of the schoolyard!

-Suzanne Brown

Room 217

The first three weeks of school have been very busy in room 217. Students are getting to know their teachers and one another better each day. We have practiced our routines for morning work, morning meeting, project time, math, literacy, and general school rules. The class favorite so far is project time.

This is a group of active, creative, enthusiastic, imaginative, artistic, students! Here are some snapshots from project time on Tuesday.

Dramatic Play

Keziah: "Her heart stopped beating."

Nashly: (studying heart with a magnifying glass) "We can make you feel better."

Nyla: "Ow, it hurts!"

Lumi: (reaching in with a pair of pliers) "I got it out! Finally!"

Nyla: "What are you doing to my body?"

Nashly: "Now it needs some cream on it"

CLASSROOM NEWS

Legos

Ashton: "This is called my Bumper Car 3000. It can go on land and in water. Don't forget that it can go on water."

Gerson: "Cool! This is a boat for bad guys!"

Khi: "James, I only have two walkie talkies, you have five. Can I have one?"

Blocks

Hiram: "Jackson, watch this marble! I think I got it!"

Jackson: "Awesome!"

Cole: "Can I try next?"

-Kate Needham

GRADES 3 & 4

Room 203

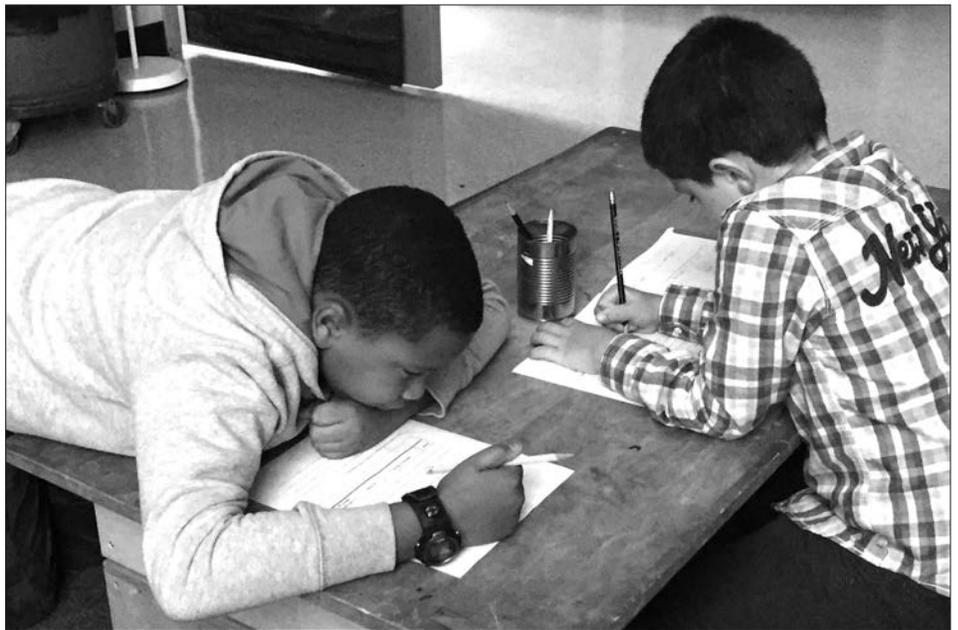
Try something new. I say this all the time to my students and to my own children as well. Being a person who likes to change things up every now and then, these are words I say to myself. So this year I am trying something new - teaching 3rd/4th grade.

This week began our year's journey and I was pleased with the start. Teaching a number of students I have had before made it feel less new and more comfortable. That familiarity lent to a first week of school that ran smoothly and was a great foundation for the building of an amazing year. Change is good. Though I hesitate at the thought of change whenever it comes upon me, I am always glad I took the leap. I know this year will be no different. I am looking forward to the many new things that are waiting ahead. Here's to a year full of change, growth and moving forward.

-Jenerra Williams

Room 204

This week takes us midway through



Zuhri and Luis working during Literacy.

the first six weeks of school. Time really flies! Over the past three weeks I have watched as each student has found his or her way around the new classroom. They have tried testing the waters to see where and how to fit in with a new teacher and new friends. It is evident that our class is off to a good start to building a positive learning community, as I listened to suggestions about what we should name our classroom. On Tuesday, I observed the children's excitement when I introduced them to each of the 40 new books we received from the Boston Teachers' Union Back To School Book Drive. Every book brought sounds of gleeful anticipation as they shouted out the titles of their books of interest. I look forward to a year of learning together with this group of excited scholars.

-Cleata Brown

Room 207

Welcome to what we expect will be an AWESOME year! During the first weeks of school we have spent time getting to know each

other- reconnecting with old friends, making new friends and finding things we all have in common. So far we have discovered the following: Destiny and Lucas both went tubing this summer. Jahlimar and Arianny went to Puerto Rico. Amos, Dillon and Ms. Amanda traveled this summer. Aahmonyea, Lenardo and Ms. Amina all went to Canobie Lake. Xavier built a house and Tyler built a warehouse over the summer. Michelle and Euan swam in pools. Sara, Michelle, Kevauna and Jahlimar like to paint. Amber, Arriany and Inka like to draw. Aahmonyea, Destiny and Xavier like to play in the pretend area. Anand, Lenardo and Euan like to play with Legos. Amos Dillon, Lucas and Ezra love to read. Tyler and Justin enjoy playing board games.

As the year progresses we will make more connections as we work together and grow as a classroom community.

-Amina Michel-Lord & Amanda McCarthy

SCHOOLWIDE NEWS

GRADES 5&6

Room 210

People who know me know that I make liberal use of sports metaphors and analogies. They truly help me to make sense of things, as well as to describe them. In that spirit, I liken the beginning of the school year to the beginning of a football game. The first few plays that you run have the potential to set the tone for the entire game. To that end, coaches carefully craft, and oftentimes script, everything that they will do with the first few opportunities that they have the ball.

Likewise, the first six weeks of school are spent carefully and thoughtfully establishing the building blocks for the rest of the year. Teacher-created work groups are made so as to watch children interact with one another. Guided discoveries happen where kids learn everything from where and how pencils are returned, to what we do when we need to use the bathroom. Curated lunch groups are supported with “challenge” questions so as to share commonalities, as well as structure what can at times be a difficult time of day for children. During these early days and weeks, even recess to certain degree is choreographed. Many adults watching, recognizing new friendships and struggles, assisting and modeling in sticky situations.

The intention is that all of this is effort and stage setting will lead to the tone and tenor of teamwork and success that will guide us through to the end of “the game” in June.

-Nakia, Manny, Elsa & Alanna

Room 215

What is the process we each use to be known to others? Why do we yearn to be known? What social experiences inhibit getting to know someone? In our first three weeks in Room 215, we are devoting a lot of time to reconnecting and getting to know each other through play, art making, sharing and making choices together. We are creating the spaces in which we can be known, and spaces to retreat from this experience, when we need to. How important it is that we genuinely give words and gesture and symbol to how we know ourselves, and become more conscious of the filters (family, past, custom, tropes) that make it challenging to be known.

In a community where individuals are known, invisibility is shaken off, stories take form.

Six new students have joined us: Richelle, Lucia, Dom, Max, Layla, and Natalya. We are eager to be enriched by their stories. We have an essential question we are contemplating: “what kind of community do I want to create?”

-Abdi, Cindy & Carlos

GRADES 7&8

Room 213

What’s LOVE got to do with it? A great question, don’t you think? As we start the year, we are drawn to a passage in the Mission Hill Statement of Purpose: “... We must deal with each other in ways that lead us to feel stronger and more loved, not weaker and less loveable....”

We’re also struck by the words of Rochelle Gutierrez (2012): “... communities shape and support individuals into the beings they become. Some contexts bring out the best in me, while others hide my strengths.”

In Room 213, our challenge for the year is a big one, but one that we embrace wholeheartedly quite simply because it matters so much. We want a classroom community where we are known and loved. We want each individual to have the opportunity to grow and to become their best self. We want a space where our strengths are present and celebrated. Please ask your children how they are contributing to building our community.

-Ann Ruggiero & Letta Neely

Room 214

Dear Class 214,

This year, there are eighteen of us (Reginald, Jullian, Jaylin, Leah, Jayson, Darius, Derricka, Ricardo, Ella, Dario, Yamilett, Roy, De Sean,



SCHOOLWIDE NEWS

Asmani, Alex, Callie, Alberto and Aniya.) Many of us have been at the Mission Hill School since kindergarten, but one of us has been at the school for less than three weeks.

We have many talents. We are leaders, thinkers, artists, athletes, readers, mathematicians, and computer technicians. We are friends, siblings, cousins and neighbors. We are becoming a class. Obviously, we have ways to go before we become a class but I'm optimistic that we will become a close-knit community. How quickly that happens will depend on how much you notice each other and hold each other accountable. The line between 7th and 8th graders is already breaking down.

I'm excited about the possibilities of this year. We will do great things together.

Your teacher,
Reginald Preston Toussaint

SCHOOLWIDE NEWS

A Note from the Learning Coach
Being in a new place with new faces, new norms, new colleagues, new job duties, and new expectations can be a very stressful experience for any of us. Mission Hill School is known to be a place that welcomes all with open arms and we have truly felt that. We are learning so much about all our wonderful and unique students and their needs. We enjoy the time we have with them and only wish we had more. Tasha and I are working diligently to create a system that serves our students' needs

and supports students, teachers, and families. We thank you for the opportunity to work with you and your...no, our children.

*-Bruno & Natasha
Learning Coach & CoSESS
Coordinator*

Courtney's Corner

Turn in those summer Box Tops! Keep those Box Tops coming! MHS is collecting Box Tops for Education. You can drop off Box Tops at the main office, in Courtney's mailbox, or your child's classroom. Remember, each one is worth 10¢, so every single one counts! Keep up the great work and turn them in when you clip them from products you use every day. For a complete list of Box Tops products or to sign up online to support our school, log onto www.boxtops4education.com.

Library News

We would like to welcome our new library volunteer, Lisa Pred-Sosa, who will be joining us on Tuesdays. Lisa will be running the Bookfair/Fundraiser this year, which will be held from December 14th-18th this year. There will be a wonderful selection! We are in great need of family volunteers. To find out more and sign up for volunteering, contact Lisa: lpredsosa@missionhillschool.org

Music Fundraiser at MHS

The Mission Hill School instrumental music program is nearly halfway toward the 10K fundraising goal we set last school year. Please help us reach it by the end 2015 and keep the music playing at MHS.

All donations between now and Thanksgiving (up to a total of \$1000) will be matched thanks to the help of an anonymous donor! Every little bit helps and donations are tax-deductible. You can make your contribution online at:

<http://bit.ly/MissionHillMusic>

The program currently includes twice-weekly instrumental instruction in string instruments, wind instruments, guitar, and steel drums. Funding goes toward instrument rental and maintenance costs, instrument purchases, instructors, transportation, music field trips, and more. Any contribution you can make is much appreciated.



Sunflower observational drawing by Milo.

Ayla Gavins, *Principal*
Deborah Meier, *Founder*
Tommy Chang, *Superintendent*

Mission Hill K-8 School
A Boston Public Pilot School
WWW.MISSIONHILLSCHOOL.ORG

20 Child Street
Jamaica Plain, MA 02130
T 617-635-6384
F 617-635-6419

It's Dinner and a Board Meeting!

Upcoming Meeting Dates : 12/17/15 3/3/16 6/2/16



Hello Mission Hill families!

You are and have always been welcome to attend our Board Meetings. Please consider this your official invitation to come out and meet our board members, hear a little about important conversations in education, learn about ways to support our school and hopefully consider being a member in the near future. We consider your presence valuable so both dinner and childcare will be provided.

Please **RSVP for childcare at 617-635-6384.**

We hope to see you there!

When: October 1, 2015

Where: Art Room (2nd Floor)

Time: 5:00- 7:00 p.m.

¡Es comida y una reunión de la junta directiva del consejo de administración!

Fechas de la Reunión próximas: 12/4/14 3/5/15 el 6/2/16



¡Hola familias de Mission Hill!

Es y siempre ha podido asistir a nuestras Reuniones de la junta directiva.

Por favor piense que esta es su invitación oficial conocerse a nuestros miembros del consejo, oír un poco sobre conversaciones importantes en la educación, aprende sobre modos de apoyar nuestra escuela y con considerar ser un miembro del consejo en el futuro próximo. Consideramos su presencia valiosa por tanto la comida y el cuidado de niños se proporcionarán. Por favor

RSVP para puericultura al 617-635-6384.

¡Esperamos verle allí!

Cuando: El 1 de Octubre de 2015

Donde: Cuarto de arte (2do piso)

Tiempo: 5:00 - 7:00 p. m.

Mission Hill K-8 Illness Policy 2015-2016

Children should stay home with a parent/guardian if the child:

1. Has a **Temperature over 100 degrees**. Students should be without fever, and without the use of medication such as Tylenol or Motrin, for 24 hours.
2. Has **Conjunctivitis**, which is an eye infection commonly referred to as **Pink Eye**. The eye is generally red with some burning and there is thick yellow drainage. Students can return to school 24 hours after treatment has begun.
3. Has **Bronchitis and/or Croup**, which may occur together, but more often separately. These can begin with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful, and it becomes more productive. In croup, there is a loud noise as the child breathes in and there may be increased difficulty in breathing. May return to school when cleared medically.
4. Has a **Severe Cold** with fever, sneezing, and nose drainage. Students should stay home until symptoms have resolved.
5. Has the **Flu**. A student should not return to school until 48 hours after his/her temperature has returned to normal without the use of Motrin or Tylenol and other flu symptoms have ceased.
6. Has **Diarrhea**. A student should not return to school until the diarrhea has ceased for 24 hours since the last episode.
7. Has **Vomiting**. A student should not return to school until the vomiting has ceased for 24 hours since the last episode.
8. Has an **Earache**. The student should see their health care provider.
9. Has strep throat. Students can return to school 24 hours after treatment begins, and 24 hours without a fever.
10. Has a **Rash** that has not been diagnosed by a health care provider. Students should have rashes diagnosed. If a rash is diagnosed as a result of any infection, students must be no longer contagious before they can return to school.
11. Has **Impetigo/Staph/Strep infection**. Students can return to school 24 hours after treatment is begun.
12. Has **Pertussis/Whooping cough**. Students can return to school 5 days after antibiotics were begun.
13. Has **Ringworm**. Students need to remain home until treatment has begun.
14. Has **Rubella/German Measles**. Students can return to school 7 days after the rash appears.
15. Has **Scabies**. Students can return to school after treatment has been completed.
16. Has **Lice**. Students can return to school after treatment has been completed.
17. Has a **Toothache**. Call the dentist and ask to have the student seen as soon as possible.
18. Has **Varicella/Chicken Pox**. Students must remain home until 5 days after the onset of the rash or when all lesions are dry.

The school nurse is required to dismiss any child who may expose others to infection.

Reglas sobre Enfermedad

Los niños deberán quedarse en casa con un padre o acudiente si:

1. Tiene una **temperatura de mas de 100 grados**. El estudiante deberá estar sin fiebre y sin el uso de medicamentos como Tylenol o Motrin por mas de 24 horas.
2. Tiene **conjuntivitis**, la cual es una infección del ojo comúnmente conocida como **“pink eye”**. Generalmente el ojo esta rojo, con cierto ardor y hay una substancia gruesa amarilla. El estudiante podrá regresar al colegio 24 horas después de que el tratamiento halla comenzado.
3. Tiene **Bronquitis o tos ferina** las cuales pueden ocurrir al tiempo, pero mas comúnmente ocurren por separados. Estas puede comenzar con ronquera, tos y un ligero elevamiento de la temperatura. La tos puede ser seca y dolorosa y puede tornarse mas productiva. En la tos ferina hay un sonido fuerte cuando el niño respira y puede haber dificultad para respirar. El estudiante podrá volver al colegio cuando el medico lo autorice.
4. Tiene **resfriado severo** con fiebre, estornudos y secreciones nasales. Los estudiantes deberán permanecer en casa hasta que los síntomas desaparezcan.
5. Tiene **gripa**. El estudiante no deberá volver al colegio hasta 48 horas después de que la gripa halla retornado a lo normal sin el uso de Motrin o Tylenol y otros síntomas de la gripa hallan desaparecido.
6. Tiene **diarrea**. El estudiante no deberá volver al colegio hasta 24 horas después del ultimo episodio de diarrea.
7. Tiene **vomito**. El estudiante no deberá volver al colegio hasta 24 horas después del ultimo episodio de vomito.
8. Tiene **dolor de oído**. El estudiante deberá ver a su proveedor de cuidado medico.
9. Tiene **faringitis estreptocócica** (strep throat). El estudiante podrá volver al colegio 24 después de que el tratamiento comience y después de 24 horas sin fiebre.
10. Tiene una **erupción o salpullido** que no ha sido diagnosticado por un proveedor de salud. El estudiante deberá tener su salpullido evaluado. Si el salpullido es identificado como el resultado de una infección, el estudiante no deberá ser contagioso antes de volver al colegio.
11. Tiene **impétigo, staph o strep infection**. El estudiante podrá volver al colegio 24 después de que el tratamiento comience
12. Tiene **tos ferina (pertussis) o whooping cough**. El estudiante podrá volver al colegio 5 días después de que los antibióticos comiencen.
13. Tiene **tiña** (ringworm). El estudiante deberá permanecer en casa hasta 5 días después de que el tratamiento halla comenzado.
14. Tiene **rubeola/sarampión**. El estudiante podrá regresar al colegio 5 días después de que el sarpullido comience.
15. Tiene **sarna (scabies)**. El estudiante podrá regresar al colegio cuando el tratamiento halla terminado.
16. Tiene **piojos**. El estudiante podrá regresar al colegiocuando el tratamiento sea completado.
17. Tiene **dolor dental**. Llame al dentista y pida que el estudiante sea atendido lo mas pronto posible.
18. Tiene **varicela (chicken pox)**. El estudiante deberá permanecer en casa hasta cinco días después de la aparición de el sarpullido o cuando las lesiones se sequen.

La enfermera del colegio deberá mandar a casa a cualquier estudiante que exponga a otros a una infección.