



IMPORTANT DATES AND REMINDERS

- Friday, December 9
Friday Share: Ashleigh, Jenerra, & Reginald
Dress Like Your Favorite Book Character Day!
- December 12-16 (times TBA)
MHS Book Fair!
- Thursday, December 15, 5:00-7:00pm
Governance Board Meeting
- Friday, December 16
Friday Share: Art Share
- December 23-January 3
Winter Break: No School

December 2, 2016

Volume 20, Issue 10

All Families are Welcome

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

Family Council (FC) had a momentous meeting on November 10th at the newly tried location of the Boston Public Library - Dudley Branch. The children were engaged with our two caregivers Sela and Ciara, in the children's section of the library reading books and doing research on the computers. Karla Jenkins from the BPS Office of Engagement (OOE) visited with us and shared how OOE can be a liaison and resource for our school's Family Council. Her visit was timely and much appreciated.

Our biggest accomplishment of the meeting was the election of officers for Family Council and family representatives for the Governing Board. Elected to the Governing Board were Lisa Graf (mother to Beatrice), Billye Toussaint (mother to Soley and Ayan), and Sarah Rocha (mother to Braxton, Ava, and Naomi). Alicia McKinney (mother to Zuhri) and Ayanna Hines (mother to Najia) were elected co-chairs of FC, while Arianna Montgomery (mother to Euan, Wren, and Shona) was elected to Secretary and Sylvie Djian (mother to Emile) was elected to Treasurer. Together the four make up the executive committee of the FC. We are thankful for the eagerness of so many volunteers and the multitude of perspectives and experiences that they bring in leading and serving as family representatives.

We are still in need of one volunteer to represent MHS at SpedPac (Boston Public Schools Special Education Parents Advisory Council) and one to represent at CPC (Citywide Parent Council). Representation includes attending a monthly city-wide meeting and reporting back to the Family Council with information you've learned. Please contact arijoy@gmail.com if you are interested in volunteering to be a district-wide representative.



"Speak Up Speak Out" by Jorge.

Many MHS families live in neighborhoods other than JP making it a challenge to get to MHS on a weekday, especially during evening rush. With this in mind, the FC was eager to try a different location as a way to acknowledge neighboring communities that MHS families represent and to engage more families at FC meetings by selecting locations that are better aligned with those neighborhoods. While no one location/time is going to work for everyone, your input on other locations or meeting times that could be tried is welcomed. That said, the location for our next meeting on January 12, 2017 is TBA, so do give us some suggestions.

In closing, the executive committee is working on a more formal plan for the FC which we will share at January's meeting for input and feedback. We invite you to connect with us at familycouncil@missionhillschool.org and look forward to sharing with you soon!

-The MHS Family Council Executive Committee

Alicia McKinney & Ayanna Hines, Co-Chairs

Arianna Montgomery, Secretary

Sylvie Djian, Treasurer

KINDERGARTEN

Room 108

How are three-year-olds using their voice? How does everyone help build a caring community? One way is through our classroom jobs. Students rotate weekly through a growing list of jobs we need in our classroom. One of the favored jobs is "Lights". This is the person who turns off the lights and announces, "One, two, three, eyes on me." And the the class responds, "One, two, eyes on you!" The child then makes the necessary announcement in their loudest and clearest voice. It might be "5 more minutes to play" or "Time to clean up!" As the week goes by, the student in this role gets stronger and more independent in leading the call and response and with addressing the whole class. Other jobs include "Number Writer" (leads the count for the daily attendance and records the data with help from a teacher); "Drummer" (leads the Good-Bye song at the end of the day - and drums for the whole class); and "Cones" (sets up the three safety cones for our boundary when we play outside. The children learn how to read the job chart and help us keep track of who is responsible for what.

-Geralyn & Donna

Room 106

The Butterflies in room 106 are passionately using their voices to be Changemakers. If you visit our class you will see bustling projects happening. The children have worked carefully to create the pages for their book. These pages are already at the printers being formatted. We will soon get proofs of the book, which we will critique. Then, we will give our printer the okay.



Persephone turns out the lights to make her classroom announcement.

The children practiced using their voices as public speakers to share with their families at the curriculum breakfast. They were brave and it was great practice for putting themselves out there when they have an idea to share.

The children also finished their campaign posters and you can now see them around the school. They have wonderful messages about what bullying feels like and examples of kindness. Simeon drew a picture of children playing soccer so that if bullies are not sure what children like to do, he wanted them to know this is something they like.

June is currently teaching the children the song *Lean on Me*. Each child has their own copy of the words

and can use those words when they are writing about kindness. Come by and visit and give us feedback on our campaign.

-Kathy D'Andrea

Room 107

Two weeks ago, the Working Presidents (Yes, that is officially our class name!) got the opportunity to go to the Charlestown Navy yard to see the USS Constitution. We learned beforehand that George Washington, our first president, named the ship. While we didn't get a chance to tour the ship, we were able to witness its massiveness and watch a video inside the USS Constitution Museum about how it was dry-docked to begin the restoration process. We saw replicas of the ship and learned a little about what it was like to live on the battleship back then. The high point of the day was that several students got a chance to be a part of history by signing their names to a sheet of copper that will be installed in the newly renovated USS Constitution. It was fitting that a few days later our students performed several patriotic songs/poems (Pledge of Allegiance, This Land is Your Land, Grand Old Flag, America, America the Beautiful) at last week's family breakfast.

-Jada Brown & Kenisha Epps

Room 109

We have returned, again, to our theme of kindness. We have decided to focus on being "extra kind" in our classroom. Often, if a student arrives feeling sad or ill or with a scrape, the class decides to be 'extra kind' to that friend for the day. Recent events have made many children and families feel sad or unsettled, so we have decided that the whole class will focus on being "Extra Kind" to everyone! As



Tyrell and Carmelo with the USS Constitution replica.

we continue with the school wide theme of “who counts” we focus on kindness and community and caring for everyone as the foundation of “who counts”. It is not unusual for young children to exhibit younger behaviors or regressions when faced with a feeling of stress or anxiety from family or the community. So we are taking time in our classroom to focus and refocus on care, kindness, and community both as part of our theme and to address the emotional needs of the children. We look forward to welcoming you to our kind community next Wednesday.

-Deborah & Stephanie

GRADES 1 & 2

Room 205

Betsy recently asked us to reflect on our mindfulness practice with her. She asked us...What have you learned in mindfulness? When has mindfulness helped you? How do you treat other people when you are

mindful? When do you plan to use mindfulness? Here are some of the students’ reflections: “You can take mindful breaths and mindful walking.” “You can do a lot of different kinds of mindfulness.” “Mindfulness helps me everyday.” “When I am mindful I am kind and respectful.” “I use mindfulness everyday. I take 3 deep breaths every time I’m hurt or mad.” “I learned about ringing the bell.” “You can do it anywhere. There’s nothing you can’t do mindful.” “I use mindfulness when my sister keeps bugging me.” “I learned that my mind is like a puppy. It is always thinking different things.” “You can be mindful about breathing, eating, and seeing.” “I use it a lot of times, like when I was feeling down.” Thank you, Betsy, for bringing this important practice into our lives, our classroom, and our school. It has impacted us in many positive ways.

-Ashleigh L’Heureux

Room 216

With December reports coming out in only three weeks time, I took some time on Monday to ask our students a few questions and better understand how they’re feeling about the school year. Included below are some of our students’ responses to the question “How do you feel about being a member of Team Rocket?”

“Really grateful because I love the name and I love the things we do.”

-Gabriel

“Good because I have a lot of friends.” -Moxie

“Very very happy because I like the name and I like the classroom.” -Nico

“Excited because everybody looks so excited!” -William D.

“Good because I made new friends.” -Natalia

“I feel great because I have a lot of friends and it’s really fun doing math and stuff.” -Theodore

Suffice it to say that we love our classroom community just as much as our students do. We have a class of kind, hard-working students who are dedicated to helping our community work well, and that makes us feel “really grateful.”

-Danny Flannery & JoAnn Hawkesworth

Room 217

Continuing on with our theme about democracy and voice, the United Kates are now learning how to use their voice through poetry. The voice of a poet is often creative, more concise than a long essay, and metaphorical. Students began by brainstorming what poetry is. Lots of ideas came up about rhyming, but the detail was added that not all poems have to rhyme. Our new student Freyja has written acrostic poems before.

Jordan and Wren remember reading a poem, that is a bunch of words on a big piece of paper, when they were in Jada's class. James likes poems that are silly and funny, which brought us to our first poetry experience of reading Shel Silverstein's collection of poems, *A Light in the Attic*. Each day I read a few more poems from the collection at read aloud time. Students are engaged and extremely disappointed when I tell them that I will be reading the last poem for today. I am excited to channel their excitement into writing their own poems.

-Kate Needham

GRADES 3 & 4

Rooms 203

Who counts? We count! J & J's Geniuses have come to understand the power of their voice well! As we move into the last part of our theme work, they recently finished writing their own Bill of Rights. Take a look!

Room 203's Bill of Rights

We have the right to speak up about issues in our class.

We have the right to more project time.

We have the right to have drawing and painting.

We have the right to more recess because we are stuck in all day except for one part of the day and we should more rest time because we don't rest that much.

We have the right to outside time because it gives us a break.

We have the right to drink and eat.

We have a right to move to a different seat if someone is bothering you.

We have the right to respect each other.

We have the right to make friends.

We have the right to vote for our

class name.

We have the right to use tools when the teachers think we need them.

-Jenerra Williams & Ji Yun Park

Room 204

The Nerd Squad have been living up to their mantra "Work hard, play hard" as they display their evidence of their hard work to their families at our our recent Fall Curriculum Breakfast! While preparing invitations to their families, one student wrote "Welcome to our Nerd Working Classroom, we are not just nerds, we work as a positive community, Thank you" I was thrilled to see the reflective response Maurice shared in his invitation "to get people interested in coming to see our work".

Students have worked hard through the process of planning, drafting an argument for their debate, as well as reading and research about leaders they admired who made changes to human rights and social justice causes, ranging from George Washington to Nelson Mandela. The Nerd Squad continue their exploration of various leaders of human rights and social justice who have paved the way for many today by using their voices and taken actions to change unfair treatment of others.

-Cleata & Mayra

Room 207

We are always excited to share the accomplishments of our children in our class, be it academic, social, emotional, etc. We love to share the funny and touching moments that occur. The reality is that along with all those exciting, happy and joyous moments there are struggles, hard times and disappointments.

Recently some children from our room were extremely mean to an-



other student. They were teasing our classroom community member in a hurtful way. This alone was enough to make Amanda and me sad. We were also very disappointed that some students stood by silently while they saw this unkind behavior take place.

Once this incident was brought to our attention, we had a Restorative Circle- A class meeting where everyone is able to say what happened, how it made them feel and what they needed to feel better. For some, this was an opportunity to reflect and verbalize what their errors were. Others were able to say how they felt when they saw their friends being unkind to another friend. The community member who was being teased was able to say what they needed from their friends to feel better.

We were pleased with the outcome of our Restorative Circle. Since the beginning of the year, we have come a long way as a classroom community.

We are confident that as we continue to grow that we will learn from this incident and will become better people from it.

-Amina & Amanda

GRADES 5&6

Room 210

5xAction and the Fireflies worked closely together during the past fall theme. Teachers even switched rooms to teach lessons and work with each class in their own respective environments. This resulted in really amazing cross-class group work and projects. Students were allowed to decide who they worked with, what they wanted to focus on, and how they demonstrated their learning. Managing it all was challenging, but felt worth it at the end. Here are a few examples of their work:

Slide show about the broken political system in the U.S.A.

Rap songs about why Donald Trump is “unfit” to be the President

Jingle about the Bill of Rights

Interpretive dance about the election process between Clinton and Trump

Presentation on sexism

A self debate (split screen role play) about the legal voting age

A satire of Donald Trump’s acceptance speech

-Nakia, Manny, Abdi, Kat, & Carlos

Room 215

For this week’s newsletter, I will share a progress update of sorts. Our literacy centers are well underway: students transition from math for a read-aloud; in groups they rotate through reading, writing and vocabulary centers. The novel, *Wonder* by R.J. Palacios, is our main text. With the success of our literacy centers, I

am feeling ambitious about reading at least 5 novels together this year. In Math 6, students are exploring equivalent fractions using a number line; using artfully rendered number lines we are seeing spaces between whole numbers, expressing fractions as ratios, as decimals and a percents. What is a community? has been our essential question for the first semester. Being kind and working hard, our two actions, pivot on being happy, our third action. When we are happy, as individuals, kindness and hard work flow out easily, joyously. As a class, we are going to try to consciously, intentionally be happy each day, no matter the personal dramas or national vitriol that we see and hear.

DragonFlies Report Card: setting higher expectations and naming our challenges.

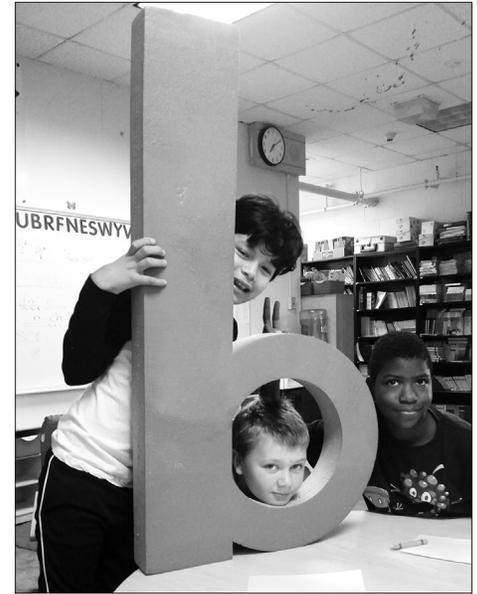
-Carlos, Kat and Abdi, Room 215

GRADES 7&8

Room 213

“But I’m not done. You can’t put that out.” As far as work share goes, our annual late November Nature Breakfast is a delightful event that falls at an awkward time. Convincing kids that “work-in-progress” is not yet expected to be finished and polished is hard. Our work builds throughout the term, with a focus on culminating projects completed at the end of the term in December. Presenting their work in November seems too soon for some kids.

After last week, though, I think the kids are developing an understanding of why sharing work-in-progress to an audience beyond peers is so important to our growth. We had many visitors to our room, and their questions prompted kids to think



more deeply about the next steps in their work. Being “not finished” doesn’t have to be a bad feeling. There’s nothing like an infusion of encouragement and new thinking to generate renewed excitement about a long-term project.

Expect your child to be busy throughout the next month as first term work is brought to completion. For families unable to join us last week, we’ll have another classroom work share in late December.

-Ann Ruggiero, Elsa Batista & Letta Neely

Room 214

The more I understand my students the better I am at guiding their learning. I need to remind myself to not make assumptions about my current students based on previous experiences. The other day, I was completely caught off guard by how much my students struggled and resisted an assignment I expected them to breeze through.

In order to have students learn about the services provided by City Hall, I created scavenger hunt for the

website boston.gov. My goal was to encourage them to explore the website instead of simply searching for answers. In previous years, I've found that students appreciate having the freedom to explore a website on their own. However, this year, most of the students were very frustrated with the process and simply asked for the answer. A few of them simply Googled the answer instead of exploring the website.

I was initially caught off-guard. Then I realized that this particular group of students are not accustomed to interact with a website in the way that I asked. I shifted my focus to modeling how to navigate and explore the website. The next time we went on the website, students were much more patient and learned a lot more in the process.

-Reginald Toussaint & Frances Pearce

SCHOOLWIDE NEWS

Who will you be?

Next Friday is Dress Like Your Favorite Book Character Day! You are invited to come to school dressed like your favorite book character. Wear your costume for Friday Share or all day!

Book Fair Volunteers Needed

We are seeking family, friends, and community members to help run this year's book fair. The book fair will run from Monday, December 12th - Friday, December 16th. If you are able to volunteer any time at all please call the office at 617-635-6384 to let Tiffany know your availability. Volunteers will help run the register as students purchase books. We greatly appreciate your help!



Fractured Photo self portrait by Marcus.

Governance Board Meeting

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: December 15, 2016

Where: Art Room (Room 211)

Time: 5:00-7:00 pm.

From Nurse Georgie

In the recent weeks many children have been coming in to school sick with a number of different illnesses. We are writing to remind you if your

child has diarrhea, vomiting, a severe cold/cough, conjunctivitis, sore throat, and/or a temperature over 100 degrees they should stay home from school, and, for an additional 24 hours after their symptoms go away. Doing so will help us make sure all the students stay healthy. Please read the attached handout for a complete list. Thank you for understanding.

-Nurse Georgie

Outside the Lines

Outside the Lines is a support group for parents and caregivers of children with special needs, as well as all other members of our inclusion community. Join the group on Friday morning 12/9/16, from 9:30-10:45 am at Fiore's Bakery-55 South Street, Jamaica Plain. Questions? Contact Amy Fleischer at fleischer.06@comcast.net.

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

Mission Hill K-8 Illness Policy 2016-2017

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 **Varicells/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

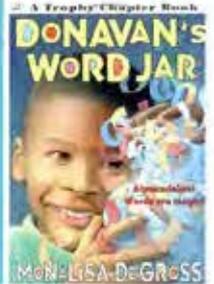
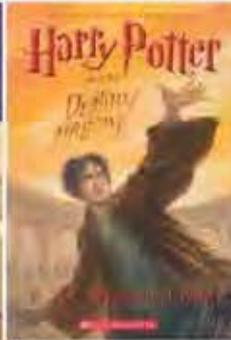
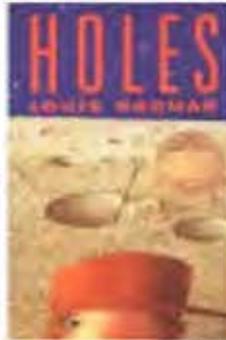
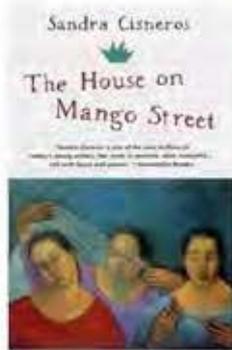
Los niños deberán quedarse en casa con un padre o acudiente si:

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.

Dress Like a Book Character Day!

😊 *Who will you be?* 😊



You are invited to come to school dressed as one of your favorite book characters!



Wear your costume for Friday Share or wear it all day!
Just be prepared to answer the question,
"Who are you today?"

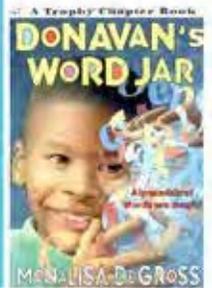
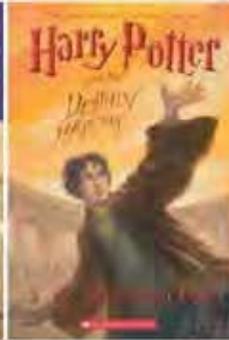
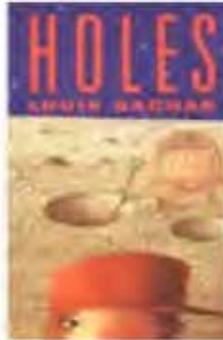
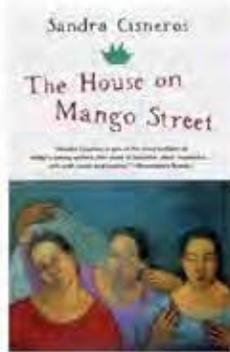
When: Friday

December 9, 2016



¡Día de vestirse como un carácter del libro!

😊 ¿Quién va a ser? 😊



¡Se invita a venir a la escuela vestida como uno de sus personajes de su libro favoritos!



Use su ropa para compartir el viernes de compartir o manténgalo puesto todo este día!

Prepárese para contestar la pregunta,
"¿Quién eres tú hoy?"

Quando: viernes

El 9 de diciembre de 2016



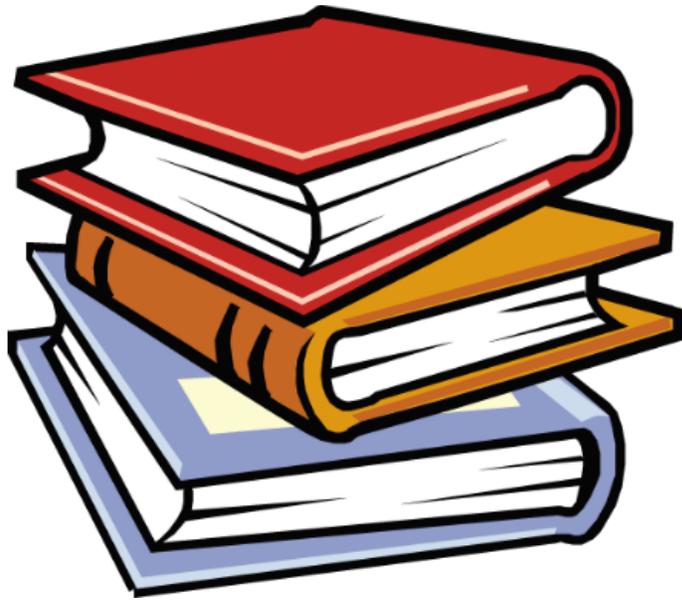


In The Mission Hill School Teacher Resource Room

Week of December 12-16

Hosted by Porter Square Book Store

The average cost of books range from \$5.00-\$10.00
Students should not bring more than \$20 to the book fair



FERIA DE LIBROS

Sala de recursos de maestros de la escuela Mission

La semana 12-16 de diciembre

Alojado por: Tienda de libros Porter Square

El precio promedio de los libros varia de \$5.00-\$10.00
Estudiantes no deben traer mas de \$20 a la feria de libros

OUTSIDE

THE LINES

Outside The Lines is a support group for parents and caregivers of children with special needs and all other members of our inclusion community.

Come join us **FRIDAY** morning from 9³⁰ - 10⁴⁵

Dec. 9th, 2016

Contact: Amy Fleischer
fleischer.06@comcast.net

FIORE'S BAKERY - 55 SOUTH ST., JAMAICA PLAIN

REUNIÓN de Fuera

de las LÍNEAS

Fuera de las líneas es un grupo de apoyo para padres y cuidadores de niños con necesidades especiales y todos los otros miembros de nuestra comunidad inclusiva.

Viernes

9³⁰ a.m. - 10⁴⁵ a.m.

Dec. 9th, 2016

Contacto: Amy Fleischer
fleischer.06@comcast.net

FIORE'S BAKERY - 55 SOUTH ST., Jamaica Plain