



## IMPORTANT DATES AND REMINDERS

Saturday, October 13, 9:30am-12:00pm  
**MHS Beautification Day**

Wednesday, October 17, 6:00pm-7:30pm  
**Family Council Meeting**

Friday, October 19, 9:45am-10:15am  
**Friday Share**

October 12, 2018

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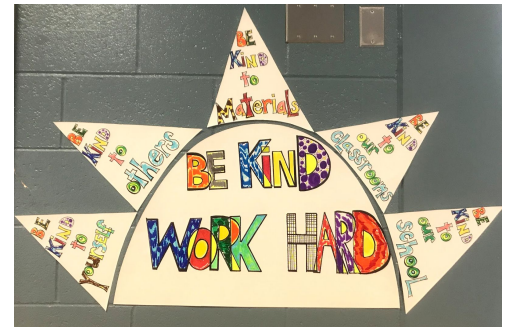
## Expectations that Spark Agreements

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

**Do nothing that stops a teacher from teaching or a learner from learning. Treat others the way you would like to be treated.**



↓  
**Be kind and work hard.**  
↓  
**Be kind to yourself.**  
**Be kind to others.**  
**Be kind to our materials.**  
**Be kind to our school.**



Years ago our blanket school rule, *treat others the way you would like to be treated. Do nothing that stops a teacher from teaching or a learner from learning*, was established. Years later we asked *what does that look like?* Our answer was *to be kind and work hard*. Years later we asked *what does that look like?* Our answer was *to be kind to yourself. Be kind to others. Be kind to our materials. Be kind to our school.*

Ashleigh, Danny and Kate, the teachers on the grade 1 and grade 2 team, engaged all of our staff in a conversation about school-wide behavioral agreements. They were inspired by a school that they visited in New York. Our staff debated the idea of presenting statements as agreements that students didn't agree to. Based on the fact that certain spaces in societal life have expectations that go along with them, we decided to call our list a set of school expectations. This was not in conflict with the idea that the participants in the community help shape the manner in which expectations are met.

The classroom based ideas and decisions to meet the expectation are called Agreements. These are agreed to by all members of the classroom community. These Agreements maybe slightly different in each classroom community because the makeup of each community is different. While we are communicating expectations, we also want to make sure that students understand the power of their voice and shape the school community that they work in.

More specific school expectations and guidelines for students to meet them can be found in our Mission Hill School Community Handbook.

Sincerely,  
*Ayla Gavins*

## KINDERGARTEN

### Room 106

**Kathy, Liana & June**

We began the week discussing what we know about chemistry and collecting information from sources around our school. There was talk of all kinds of things including potions, mixing and cooking.

Later in the week, we narrowed our focus to foam and bubbles and discussed how they play a part in the food we cook. We blew countless bubbles in large bins and marveled at how they popped without being touched. We squirted foam soap onto our hands and sat for several minutes, just looking closely at the very tiny bubbles. Many children squealed when they found tinier and even tinier bubbles! We squished shaving cream between our fingers and talked about how it reminded us of whipped cream and sunscreen. We debated the anatomy of a bubble and why some bubbles make a sound when they pop and some don't. Next week: chemistry you can eat!

*-Liana*

### Room 107

**Jada & Manny**

For the past few weeks, when we've sung our morning song we sing to individual students as well as to our classroom, Room 107. For our past students, they



Students from 106 looking at foam!

remembered when we sang to The Marvelous Family Circus, our class name from last year. As we continue to build community in our room and hold each other to our collective expectations, we've begun talking about how we want the community to address us, in other words, what our new class name should be. I always love this time of year because we never know what name we will end up with. Here are some preliminary possibilities:

- Learning School
- Dancers
- American School
- Brownie Cookies
- Dragon Kitties
- Dragon Dogs
- Fire Trucks
- Science Class
- Monsters
- Trains

Meanwhile, we've begun some experiments. Our first was looking at the reaction between vinegar and baking soda. Our

kids squealed as the containers bubbled over and they were excited to hear the fizzing sound each time. On one occasion, thinking like a true scientist, Jonathan R. said "We should do it with salt."

*-Jada*

### Room 108

**Geralyn & Donna**

This is part two on our Peace Corner: It can be hard for three-and-four year olds to express themselves when they have the strong feelings - this is even hard for grown ups at times. The Peace Corner in our classroom is a safe and comforting place to go - to be by yourself - as you work through your strong feelings. We are adding in tools for comfort - such as photos of family, stuffed animals, deep breathing visuals, feelings charts, and more. On Tuesday morning, after the long weekend, one of our students had a hard time letting her mom go to work. The child's instinct was to try to leave the classroom. I reminded her about the new Peace Corner and she immediately walked over, sat down on the comfy pillows and snuggled with stuffed animal. She was in the Peace Corner for just a few minutes, and then was ready to join the others at Work Time. Ask your child about what helps them feel better - and what they can do to help create a peaceful classroom.

*-Geralyn*

### Room 109

#### Katie & Mary

As we continue to learn about foam, I wanted to prepare the children for more intentional dramatization. Drama offers children an opportunity to show what they know. Planning, rehearsing, performing, and refining mirror the scientific process. Later in the unit we will use this media to express our understanding of what makes a bubble and what makes a foam.

In order to use drama in this way, children need experiences with characters, props, costumes, and thoughtful stories. We converted our "house area" to a restaurant, which will complement our study of foams found in food. As we mixed ice cream (a frozen foam) in the math center, children began writing menus and signs with our restaurant hours. They also designed chef costumes. Blocks became cell phones for calling customers and buzzers that customers hold while they wait for their table. Come see the interaction of text, imagination, role play, foamy foods, and children's language at our restaurant. We're open at "6:30" (project time), and with only one table, there's often a wait!

-Katie



*A menu from the 109 Restaurant!*



*Student from 205 doing phonics outside!*

## GRADES 1 & 2

### Room 205

#### Ashleigh & Alana

Last week I shared some of the reasons why I thought an outdoor learning day would benefit our class. This week we

hear from the students. I asked them what they like about Think Outside Thursday. Here's what they shared. Ayan said, "I feel like it's really fun being outside. We can be really messy." Shona commented, "I feel awesome because you can see animals and nature that you don't see in school." Misael shared, "You can do a lot of fun stuff." Danae added, "It's really fun because you get to be outside with all your friends and hear the birds sing and feel fresh air." Hannah said, "Nature is beautiful. The green grass grows, wood stays sturdy - it's glorious!" Stop by the play yard near the KQuad and Apple Orchard any Thursday to see our thinking and learning in action!

-Ashleigh

### Room 216

#### Danny & Felicia

"Look, it's Thor Bear!" "The bears are back from the cruise!" Our Teddy Bears have returned to Room 216! Our second graders fondly talked about how they got their bears in winter of last year, and we spent this week talking about how we will use our bears in the classroom this year. The bears are a part of a social-emotional program Ashleigh, Kate, and I saw being used in New York, and this year we are introducing them earlier in the year as a part of our efforts to strengthen emotional health supports across the school. As a class we thought



about questions such as “How do we use the bears?”, “When can we get our bear?”, and “How long do we get to keep our bear?”

After students wrote and read a letter to their bear they were finally able to reunite or meet their bear for the first time. On Friday afternoon, many students were reading to their bears around the classroom.

Throughout this month we will be writing stories with our bears as the main character, so stay tuned!

-Danny

### Room 217

#### Kate & Kat

To begin our chemistry theme, we are talking about the three states of matter: solid, liquid, and gas. Everything in our world is matter. We talked about many examples of solids, liquids, and gases in our world. I gave students the task of thinking of examples of water in the three different states and drawing them in their science notebooks. It was so exciting not to only see students remember ice cubes, cups of water, and steam from a kettle as they had seen in an example, but to really branch out. Students drew lakes, fish tanks and oceans. They drew icicles, skating rinks, hail and snowflakes. Students drew foggy days (as we have seen a few too many times this fall!) rainbows, steam coming off pasta pots. There is nothing quite like the



*Ethan reading to his bear*

motivation that comes when students' learning clicks.

-Kate

## GRADES 3 & 4

### Room 203

#### Jenerra & Mayra

No news. Check back next week!

### Room 207

#### Amanda & Amina

Last week we began holding Listening Conferences which happens to be one of Amanda and my favorite times of the year. We love to sit and hear from our students and their families. What better way to get to know our students than to hear directly from them and those who know them best? For students new to our classroom,

we are excited to learn about the new members of our learning community. For students who are beginning their second year with us, we feel that Listening Conferences help us to build upon what we have already learned during the previous year.

Amanda and I are always energized after meeting with our students and their families. We feel like we have learned some new insight that will help us make sure all our students have a productive year. We are looking forward to the growth and learning that we are sure to see and to the many special moments, both large and small, that this year will bring.

-Amina

### Room 212

#### Cleata & Ayan

As we get deeper into our science theme, students in room 212 are reading plenty of nonfiction texts. We navigate our way through different informational texts about science by looking at nonfiction features such as illustrations, subtitles, maps, chart headings and the table of contents. We talked about how the glossary and index help us read nonfiction texts. Jack Ozro shared that the glossary and index are in the back of informational books. He explained “The glossary shows

words and the meaning from the book while the index tells you where to find the words in the book.” We also connected our nonfiction reading to discuss why the Scientific Method is important for us as scientists. We learned that the Scientific Method is important to scientists because it is a way for them be safe in their research, as well as to search for answers to questions or to solve a problem. Scientists use the Scientific Method so that other scientists can follow the same procedures to solve the same problem in their own laboratory.

*-Cleata and Ayan*

### GRADES 5 & 6

#### Room 210

##### Nakia & Kendall

No news. Check back next week!

#### Room 215

##### Abdi & Courtney M.

This past week was busy. We reflected on our Farm School experience by choosing a “snapshot” of our favorite times spent at a very special place. Reading *Shortcut* and *Big Mama* by Donald Crews gave us some great examples of how to begin our writing process.

In theme we began studying states of matter and its physical characteristics. We were lucky enough to be able to explore dry ice from room 216. Exploring its physical and chemical properties were really brought to life by being able to touch and see the ice. At the end of our week, we had a chemistry choreography session with Ms. Chan. We had tons of fun moving our bodies while making connections to the chemistry vocabulary we have been learning!

We also had our first Doc Wayne session and were welcomed by Coach Tory and Coach Tasha, a new addition to the Doc Wayne team! We are excited for an awesome year ahead.

*-Ms. Courtney*

### GRADES 7 & 8

#### Room 213

##### Jenna & Natel



(left to right) Dalia, Jhayden and Jada conduct an experiment to test the impact of temperature on the speed of water molecules.

#### Room 214

##### Reginald & Frances

During morning meeting, sometimes, we sound like amateur meteorologists, or creative meteorologists. You might hear one of us say, “The calm after a category 5, slightly cloudy, hopefully sunny later.” or “Double-rainbow, sunny”. We are letting others know our forecast. It’s a variation of checking-in. It involves using weather forecast jargon to let the group know how you are feeling in the morning but also what you hope or expect to feel like later.

It’s working out well. It allows us to be creative and use other words besides, good or tired. The part I like most is that it allows us to look beyond the moment.

I’ve noticed that regardless how we might be feeling in the moment, almost all of us hope or expect to be in a better mood later on in the day. It also allows us to be honest while also not dwelling in the negative.

*-Reginald*

### MHS Beautification Day (Rescheduled for October 20)

MHS Beautification Day, **Saturday, October 20th** from 9:30 am to 12 pm. Please come help us clean up and plant our school grounds. If you can, bring the kids, tools, gloves or flowers/bulbs. Meet at the front entrance. Feel free to drop-in or stay the whole time. Let us know if you can make it by emailing: [familycouncil@missionhillschool.org](mailto:familycouncil@missionhillschool.org)  
We look forward to seeing you then!

### Mission Hill School Illness Policy

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

- 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.
- 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.
- 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.
- Has a **Severe Cold** with fever, sneezing, and nose drainage. Students should stay home until symptoms have resolved.
- 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.
- Has **Diarrhea**. A student should not return to school until the diarrhea has ceased for 24 hours since the last episode.
- Has **Vomiting**. A student should not return to school until the vomiting has ceased for 24 hours since the last episode.
- Has an **Earache**. The student should see their health care provider.
- Has strep throat. Students can return to school 24 hours after treatment begins, and 24 hours without a fever.
- 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.
- Has **Impetigo/Staph/Strep infection**. Students can return to school 24 hours after treatment is begun.
- Has **Pertussis/Whooping cough**. Students can return to school 5 days after antibiotics were begun.
- Has **Ringworm**. Students need to remain home until treatment has begun.
- Has **Rubella/German Measles**. Students can return to school 7 days after the rash appears.
- Has **Scabies**. Students can return to school after treatment has been completed.
- Has **Lice**. Students can return to school after treatment has been completed.
- Has a **Toothache**. Call the dentist and ask to have the student seen as soon as possible.
- 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.**

Ayla Gavins, Principal

Deborah Meier, Founder

Laura Perille, Interim Superintendent

Mission Hill K-8 School

A Boston Public Pilot School

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