



## IMPORTANT DATES AND REMINDERS

Monday, February 4 - Wednesday, February 6  
*Jenna's Class (grades 7 & 8) at Farm School*

Wednesday, February 6 - Friday, February 8  
*Reginald's Class (grades 7 & 8) at Farm School*

Monday, February 11 & Tuesday, February 12  
*Family Conferences*

Wednesday, February 13, 6:00pm - 7:30pm  
*Family Council Meeting*

February 01, 2019

Volume 22, Issue 17

## Black Lives Matter (BLM) Week of Action in Schools is February 4-8

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

Black Lives Matter in Schools week is a great opportunity for us to engage our young people in conversation about race and equity. Of course this work is ongoing daily, not limited to one week or a month. The power of a national focus magnifies and boosts the daily work. The Black Lives Matter in Schools week has 13 principles. Posters listing the principles are hung throughout the school during this week. They are listed below along with an article titled *How to Talk to Kids About Race: Books and Resources That Can Help* by Olugbemisola Rhuday-Perkovich.



### Black Lives Matter Guiding Principles

**Restorative Justice** is the commitment to build a beloved and loving community that is sustainable and growing.

**Empathy** is one's ability to connect with others by building relationships built on mutual trust and understanding.

**Loving Engagement** is the commitment to practice justice, liberation and peace.

**Diversity** is the celebration and acknowledgment of differences and commonalities across cultures.

**Globalism** is our ability to see how we are impacted or privileged within the Black global family that exists across the world in different regions.

**Transgender Affirming** is the commitment to continue to make space for our trans brothers and sisters by encouraging leadership and recognizing trans-antagonistic violence.

**Queer Affirming** is working towards a queer-affirming network where heteronormative thinking no longer exists.

**Collective Value** means that all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status or location matter.

**Intergenerational** is a space free from ageism where we can learn from each other.

**Black Families** creates a space that is family friendly and free from patriarchal practices.

**Black Villages** is the disruption of Western nuclear family dynamics and a return to the “collective village” that takes care of each other.

**Black Women** is the building of women-centered spaces free from sexism, misogyny, and male-centeredness.

**Unapologetically Black** is the affirmation that Black Lives Matter and that our love, and desire for justice and freedom are prerequisites for wanting that for others. These principles are the blueprint for healing and do not include nor do they support ignoring or sanitizing the ugliness and discomfort that comes with dealing with race and anti-race issues.

*Ayla Gavins*

## KINDERGARTEN

### Room 106

#### Kathy, Liana & June

"How did they (They Egyptians) protect themselves in war? Manny asked our class. When we went to The Museum of Fine Arts we looked for clues. On the first floor there is a room filled with sculptures of life in Ancient Egypt. There are people making bread, weaving, and fishing. This room served as a treasure trove of places for us to learn from.

In that room Wyatt was very excited to share with the group that he had found a shield. He then showed children where it was. We found another object that children thought might have been a weapon. At closer examination we discovered it was a hair pin.

In the class we continued our research. The children used a book titled *Eyewitness Ancient Egypt*. This book had a whole section on Weapons of War. The children discovered they used short swords and long swords, and wore wrist protectors. The information the children found was added to the wall outside our classroom. It is a work in progress. We will continue to add as we discover.

-Kathy

### Room 107

#### Jada & Manny

In continuation of our questioning, Miss Sarah's interest was sparked and she asked, "What kind of animals do you think were in ancient Nubia?" Our students got excited and here are some of their responses:

Jonathan R.: Cats and wolves

Abubakar: Cats

Joy: Camels

Ebi: Kangaroos

Will: Cats

Bilal: Dogs

Alessandra: Horses

Jonathan V.: Cats

Josue: Bunnies

Rowan: Kangaroos

Eddy: Horses

Kaleena: Giraffes

After some research, we found out that many of our deductions were correct. Can you guess which ones?

Also, as part of the process of us looking at ourselves and our cultures, the Dragon Kitties have been creating life-sized paper cut-outs of themselves. Every one tells a different story and conveys their very unique personalities. Some showcase their favorite colors and others their eclectic styles. A lot of work goes into their clothing designs. Many hard decisions had to be made to make each one representative of their maker.

That then got us thinking. What did the Nubians wear?

-Jada

### Room 108

#### Geralyn & Donna

One of our foci in K0 was choosing a class name. The children shared their ideas: Thomas (even though our fish is named Thomas), Sparkle Bottle Class, Rainbows, Starfish, and Rainbow Fish. Their suggestions were written on the whiteboard. We revisited those names several times, asking for additional suggestions. We then had the children pick which names they liked. They were allowed to make more than one choice at this point. We narrowed down the selection to the two names that had the majority of likes: Starfish and Rainbow Fish. On Friday we discussed the two names. We used our name cards and placed them under the class name of our choice. Rainbow Fish received 10 votes; Starfish received 2. One voter was absent. After voting, we looked at the results to analyze the data. Some questions asked were: What do you notice? How many people voted for Rainbow Fish? How many voted for Starfish? Which name had more votes? The children also read their peers' names to see who voted for which class name. With minimal resistance Rainbow Fish

was accepted and we are happy with our new class name.

-Donna

### Room 109

#### Katie & Mary

The Rainbow Butterflies have been working on constructing pyramids. "What is a pyramid made of?" one child asked. We learned from a book that the people of Ancient Nile Kingdoms made bricks! We made 7 bricks in our classroom. We used sand, dirt, grass, and water. We mixed these ingredients, packed them into empty milk cartons, and set the bricks to dry in the sunny window of our classroom. A week later, the kids determined that the bricks aren't ready. They will have to dry another week.

We have also started building a pyramid in the block area. Children used hollow blocks to form a step pyramid. They realized that a set of steps needs a base, otherwise the steps collapse. Later, they built a tall rectangular prism using the hollow blocks. The children decided to pack the pyramid with treasure, so filled the hollow blocks with small arches and half-units. The children used large triangles to make the top pointed. Kapla blocks became mummies and sarcophagi. Ask your children about their work building a pyramid!

-Katie



*Emani and her pyramid made out of blocks.*

## GRADES 1 & 2

### Room 205

#### Ashleigh & Alana

As we begin to get deeper into our study of the Kingdoms of the Nile, we have started to notice that there is a lot of information available about Egypt, and it is



*Students from 216 working during project time!*

harder to find information about Nubia. We noticed this on our trip to the Museum of Fine Arts. Many of the artifacts were from ancient Egypt. Only some were from ancient Nubia. We also noticed this in the books in our classroom. So we decided to sort the books we had in our classroom. We found out we had 25 books about Egypt, 1 book about Nubia, and 3 books about both Egypt and Nubia. Then we thought, well maybe there are more books about Nubia at the library. So we went on the Boston Public Library website. When we searched for Egypt books we found a total of 7,959 books and 762 of those books were for children. Then we searched for Nubia books. We found a total of 129 books about Nubia and 7 of those books were for children. We began to wonder...*Why are there more books about Egypt than Nubia? Why do more people know about Egypt? Is it important to learn about Nubia too? How can we learn more about Nubia?* We will be exploring these questions in the coming weeks.

-Ashleigh

### Room 216

#### Danny & Felicia

"There's only three days until Thursday. Our mummification is three days away." Elian's eyes widen in surprise and Yaniel's lips are pursed. Simeon can barely contain his excitement. In

the days leading up to the mummification of three of our students, there was much discussion about what we think is going to happen. *What will the mummies be wrapped in? Is it going to be messy? Are we really going to put Simeon's liver in a canopic jar?* Even though much of our mummification will be pretend, we have been spending the last month of Project Time trying to help make it as realistic as possible. Canopic jars have been painted and topped with the heads of the Sons of Horus. Scarab and wedjat eye amulets have been shaped in clay and painted. Fake organs and blood have been made out of slime and food coloring. A beautiful life-size sarcophagus has been constructed and painted with hieroglyphics. Egyptian clothing has been designed for everyone to wear during the mummification, and our priests and priestesses are practicing for their role in the ceremony. We look forward to letting you know how the mummifications went next week. Stay tuned!

-Danny

### Room 217

#### Kate & Stephanie

We have been building pyramids as part of our study of the Kingdoms of the Nile. We have built them out of *Kaplas*, *Legos*, *Duplos*, blocks and now our most successful version- sugar cubes. Students worked hard in groups



*More students from 216 working hard during project time!*

to count out and arrange sugar cubes into square flat layers. Here is what some of our students said about the building experience: "We did [squares of] 7, 6, 5, 4, 3, 2, 1 until we got all the way to the top. I thought everyone's group would turn out the same but it didn't. We had to decide if we wanted to use the short way or the long way [the cubes are uneven and have a tall way or shorter way to lay]. We decided to use Parker's idea." -Vidania. "My group used the crumbles of some cubes to make sand." -Saoirse. "It was very very hard to make because people wanted to eat the sugar cubes." -Daniela. "I liked how everyone built them together." -Carmelo.

-Kate

## GRADES 3 & 4

### Room 203

#### Jenerra & Mayra

"Look! Look! We saw this on the cards at school!" As we entered

the small gallery of artifacts at the Museum of Fine Arts, similar shouts of excitement continued. The Ninjas were on their first field trip connected to our new theme and their excitement was palpable. When you are teaching history, the best ways to help the learning stick are to help children make personal connections to the content and when possible, allow them to see primary sources. The MFA is a great place for both! We all left with a ton of inspiration to learn and do more! "What was your favorite artifact at the MFA?" I asked them. They responded as follows:

Gabriel - a lamp made out of cups

Antonio - the wasp looking thing on the ceiling

Fabian - the gold jewelry

Kaia - the little black statues (shwabitis)

Levi - the ancient jewelry

Darby - the canopic jars

Jediah & Arianni - the mummies

Wren - the canopic jars

G'kharee - the jewelry and the weapons

Solèy - the rock with all the hieroglyphics

-Jenerra

### Room 207

#### Amanda & Amina

Last week, we wrote a book to remind us of the kindness that is represented in our lives everyday. Students and teachers thought about a time when



someone was kind. We then wrote about those stories and changed the name of the person to, "Kindness." Remember, you can be the kindness in someone's life.

"Kindness is Here," by The Lively Learning Squad.

When I was feeling sad, Kindness came and checked in on me.

When I fell, Kindness said, "Are you okay?"

When I came up the stairs, someone suddenly jumped behind my back and shook my shoulder, I got really annoyed. I dropped "The Blood of Olympus" onto the tiled floor. It made a loud THUD because it is a heavy hard-covered book. Kindness said, "Here you go," and gave it back to me. It made me feel good. On the class tour, we went inside and we did some reading together. Kindness read to us. I was happy when Kindness helped me.

When I was in the library during passport math group, I wasn't sure how to show my work. Then Kindness helped me. It made me feel happy like a kid getting free ice cream.

Please visit The Lively Learning Squad in room 207 to continue to read our book.

*-Miss Amanda*

### Room 212

#### Cleata & Ayan

"Ms. Cleata, will I ever be able to flow?" asked Nate during a

debate practice session. The Mission Hill School Debate Team meets twice per week after school to practice policy debate. Policy debate is based on a selected topic or current event argued between the affirmative and negative team. Nate's question was related to a practice skill of taking notes during the back and forth argument between the affirmative and negative stock cards. Nate was practicing "flowing" by finding arguments from the negative stock cards to respond to the affirmative constructive. The affirmative resolved that the federal government should substantially reduce its restriction on legal immigration to the United States. Their plan is that the government should pass the Dream Act so children of illegal immigrants have access to quality education. Nate's role as a negative constructive speaker was to flow with the affirmative argument to prove that the plan was unnecessary. In fact, Nate was flowing based on the stock cards he used to respond to the affirmative argument!

*-Cleata*

## GRADES 5 & 6

### Room 210

#### Nakia & Kat

Here are the latest end of the week reflections for Evolve.

"I am super excited for the upcoming debate tournament"  
"Something that i'm excited about is that its almost my birthday on monday."  
"Basketball is going to end soon, in a season."  
"My brother is going to a birthday party. So I'm going to watch Ant man while he's gone."

#### Something that went well this week was...

"Something that went well is that i was learning more because i started reading more."  
"I did the unit test in math so I can go on to the next part. I didn't really like the old one."

#### I would feel more comfortable if...

"If you would STOP moving EVERYTHING in the class."  
"School was closed forever."  
"I would feel more comfortable if I could trust some people in our class more. I don't want to name names but there some pretty untrustworthy people. Sometimes when I just don't feel safe with people."

#### One thing I wish went better was...

"is if people get better at math"  
"if you would stop moving things around."

#### Next week I am going to try to...

"Im going to try dodgeball again.Because i was cheating when i got out everytime."

"Next week, I'm going to try to be more productive in math class. A lot of times I'll zone out a little, or I just won't get as much work done as I'd like. To prevent this, I'll try to find different ways to approach my task so I can focus on it better. I'll also try to figure out the thing that makes me distracted, so I can maybe prevent it from distracting me in the future. That's what I'm going to try next week."

### **Something I learned this week was...**

"Something that I learned this week is that you can use the U.S standard algorithm in math class. I also learned that you can use place value with U.S standard algorithm too."

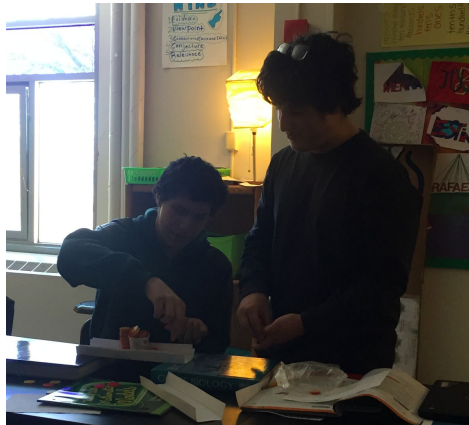
"This week I learned how to subtract from numbers in a new way. At first I had trouble with it because I got 6 confused with 2. I did better this time and feel like I'm improving a lot. I also thought I did well with the quiz because I learned a new strategy."

*-Nakia*

### **Room 215**

#### **Abdi & Courtney M.**

Major Skillz has been learning about Nubian Architecture. We have been also taking a look at how aspects of Nubian and Egyptian life are similar and different in many ways. After watching a video of present day Nubia, we each created a list of our observations. We will continue to learn about these



two cultures and are looking forward to visiting the MFA and seeing actual preserved artifacts!

We are continuing to read Wonder and get a true understanding of the vocabulary used in the text. As a class, we find it helpful to first review our new words at the beginning of the week and start our process of creating flash cards. Many students find it helpful to use different colors to identify the consonants and vowels within a word and have a visual picture showing what the word means. Families are encouraged to ask their child about the flashcards and practice together at home. Ask about who the Nubians were and why so little is known about this great civilization!

*-Abdi*

## **GRADES 7 & 8**

### **Room 213**

#### **Jenna & Natel**

Jorge and Amishai investigated linear and nonlinear functions through an experiment in math class. They compared the

strength of a paper bridge to its breaking point and figured out that the relationship would be linear because it had a constant rate of change.

*-Jenna*

### **Room 214**

#### **Reginald & Frances**

Over the last few years, students have been most motivated to read independently when they are assigned to a book group. I think there are several factors related to this. They select the book. The reading goal is decided as a group and the books are engaging. However, an aspect that I hadn't thought about until recently is that it gives students a chance to be social, but in an academic setting.

We all know that middle school students love to socialize. Usually, the topic of conversation are about pop culture, video games, popular songs or artists. The book group provides a topic for students to talk about that's different from the norm and is academically appropriate. It works best if the book is exciting and has relatable characters or plot. But, regardless, they get to talk, which is something most of us really enjoy doing.

*-Reginald*

**Part 2 (continued from last week's column about ACCESS and English Learners, written by Kathy B.)**

The ACCESS test for English Learners was created when the Federal Department of Education discovered that English Learners (ELs) were falling behind their peers and dropping out of school at very high rates. This fact came to national attention after the No Child Left Behind Act was passed in 2001. Although there were multiple causes for this, one of the factors was that students hadn't learned and/or couldn't understand academic language used in classrooms. Research shows that when learning another language social language is learned first and most easily. Academic language on the other hand, takes 5-7 years for a typically developing learner to master. ACCESS tests students in the 4 domains of Speaking, Reading, Writing, and Listening through the content areas. Content areas that students are tested in are English, Math, Social Studies as well as Social and Instructional Language. Scores are based on the amount of academic language a student is able to use in each domain which determines their English Development Level (ELD). Caretakers receive the results of their students' test in June each year. These results are used to

help us support learners in the areas where they need to grow.

Rincón del entrenador de aprendizaje  
Parte 2 (continúa de la columna de la semana pasada sobre ACCESS y Estudiantes de inglés)  
La prueba ACCESS para aprendices de inglés se creó cuando el Departamento Federal de Educación descubrió que los aprendices de inglés (EL) se estaban quedando atrás de sus compañeros y dejan la escuela a un ritmo muy alto. Este hecho llegó a la atención nacional después de que se aprobara la Ley Que Ningún Niño Se Quede Atrás en 2001. Aunque hubo varias causas para esto, uno de los factores fue que los estudiantes no habían aprendido o no podían entender el lenguaje académico utilizado en las aulas. La investigación muestra que cuando se aprende otro idioma, el lenguaje social se aprende primero y con mayor facilidad. El lenguaje académico, por otro lado, toma de 5 a 7 años para que lo domine un aprendiz de desarrollo típico. ACCESS evalúa a los estudiantes en los 4 dominios de hablar, leer, escribir y escuchar a través de las áreas de contenido. Las áreas de contenido en las que se evalúan los estudiantes son inglés, matemáticas, estudios sociales y lenguaje social e instructivo. Las calificaciones se basan en la cantidad de lenguaje académico que un estudiante puede usar en

cada dominio que determina su nivel de desarrollo de inglés (ELD). Los cuidadores reciben los resultados del examen de sus estudiantes en junio de cada año. Estos resultados se utilizan para ayudarnos a apoyar a los alumnos en las áreas en las que necesitan crecer.

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**TEACHER TALKS: By DENISHA JONES**

Published by DEY (Defending the Early Years) Early Childhood Education AND THE  
#BLACKLIVESMATTER WEEK  
OF ACTION IN SCHOOLS  
1/31/2018

Last month I wrote about addressing anti-blackness in early childhood classrooms with the goal of affirming black as beautiful in the minds of young children. In addition to helping young children develop a positive attitude towards blackness, early childhood teachers across the country are invited to participate in the national #BlackLivesMatter Week of Action in Our Schools February 5-9! Last year, teachers in Philadelphia and Seattle took the initiative to support #BlackLivesMatter in schools. This year, the movement has gone national with support from teachers in New York City, New Jersey, Baltimore, Howard County, MD, Washington, D.C., Boston, Portland, and Seattle



organizing a week of action that includes a curriculum for teaching the 13 Guiding Principles of #BlackLivesMatter in schools.

Some of you might be wondering why a week of action around #BlackLivesMatter needs to be in our schools. Well, first we must counter the myth that #BlackLivesMatter is a terrorist organization that hates white people and cops. The #BlackLivesMatter movement was created to affirm and support black people, constantly reminded that our lives do not matter when police kill so many unarmed black people. In addition to calling for an end to police violence against black bodies, the #BlackLivesMatter movement seeks to foster appreciation, support, and affirmation of black culture and black lives. When you read the 13 Guiding Principles it becomes clear, that #BlackLivesMatter is a movement rooted in love, not hate.

Now some of you might agree that we need #BlackLivesMatter, but you might question why it belongs in our schools. Unfortunately, the state of public education today reminds us that black lives do not matter in schools either. From the growth of the school-to-prison pipeline to the persistence of the academic opportunity gap, it is clear that public education does

not value black lives. Please do not misconstrue my words, many public-school teachers value black lives, but the system as a whole was never designed for black children and will continue to underserve them, unless we demand a change.

So, you agree that we need to support #BlackLivesMatter and you agree we need to teach the movement in schools, but you might still be wondering what place this has in an early childhood setting. If you think young children do not notice race and are not mature enough to discuss issues, please reconsider. As the infographic below from The Children's Community School shows, young children notice and think about race. And too often they learn the wrong message from our silence. If we are to succeed in valuing black lives in schools and communities, we need all early childhood teachers to join us in the #BlackLivesMatter Week of Actions in Our Schools. For more information click on the links below. You can also join us on Tuesday February 6th from 8:00-9:00 pm EST for a Twitter chat on ECE and #BlackLivesMatter Week of Action in Our Schools. Follow along at @DEY\_project or @denisha\_jones and use the hashtags #DEYChat and #ECEBLM to participate.

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### **How to Talk to Kids About Race: Books That Can Help** 1/27/2019

<https://www.readbrightly.com/how-to-talk-to-kids-about-race-books-and-resources-that-can-help/>

We live in a time when we are confronted with the complex realities of race, racial identity, and racism every day, but are also advised and often encouraged to avoid discussing it. Even the mere mention of someone's race can be considered "playing the race card" or "racist." We talk about the need to be "colorblind" or the idea that there is "just one race — the human race."

"Most Americans believe in racial and gender equality and reject discrimination in any form. Yet stereotypes embedded in our brains, shaped over time by history and culture, can lead us to view the world through a biased lens and behave contrary to our deeply held egalitarian values," states The Perception Institute, an organization working to "reduce discrimination and other harms linked to race, gender, and other identity differences."

While "I don't see color" may come from a well-meaning place, studies show that it more likely does a great deal of harm. If we look closer, we often find that

much of our reluctance to address race directly stems from our tendency to want to avoid discomfort. Yeah, it's hard to talk about why #BlackLivesMatter has become a rallying cry, the legacy of our government's relationship with its Native citizens, or why some individuals are called "illegal" and "alien." Clinical psychologist, author, and professor Beverly Tatum asks us to "Think about these stereotypes, these omissions, these distortions as a kind of environment that surrounds us, like smog in the air. We don't breathe it because we like it. We don't breathe it because we think it's good for us. We breathe it because it's the only air that's available."

This is the world that we inhabit; we talk about needing to talk about race without ever actually talking honestly about race. I believe that it's vital that we help our children (and ourselves) walk and talk in a way that clears that air and breathes new life into these conversations and our world. Sharing stories, real, fictional, our own, and others', is a powerful tool for that purpose. Here are a few resources and books to help us have those hard conversations with the young people in our lives.

### **Take Stock First**

Ask yourself the hard questions first. How do you navigate race? Who are the members of your

social and professional circles? Does your family discuss race? What images does your child see? What conversations does she hear from you? Take Harvard University's "Implicit Bias" test to examine your own beliefs.

### **Take Opportunities**

When race comes up, keep the lines of communication open, even if your child says something embarrassing, insensitive, or outright racist. Don't simply condemn and shut down conversation. Ask questions to find out why they're thinking what they're thinking, and how these ideas developed. While we may want to believe that young children don't harbor biases, research has shown that, as Po Bronson and Ashley Merryman point out, "even babies discriminate."

"Young children need caring adults to help them construct a positive sense of self and a respectful understanding of others," points out Teaching for Change, in Teaching Young Children About Race. The Anti-Defamation League has an excellent collection of tips and resources for Engaging Young People in Conversations About Race. This PBS Interview with Beverly Tatum, from the series "Race: The Power of an Illusion," can also provide rich food for family conversation.

### **Be Authentic and Intentional**

Choose books that acknowledge that all of us are "different" in some way. Look for narratives that don't only portray marginalized groups as suffering, in crisis, or being "saved" by outsiders; it's also important to avoid reading only "hero" narratives about "exceptional" individuals. Seek out stories of multidimensional characters living complex lives. I've written here about the importance of cultivating a diverse library.

### **How to Talk to Kids About Race: Books That Can Help (Booklist)**

#### **PICTURE BOOKS**

LET'S TALK ABOUT RACE, by Julius Lester, illustrated by Karen Barbour  
SEEDS OF CHANGE, PLANTING A PATH TO PEACE, by Jen Johnson, illustrated by Sonia Sadler  
THE NAME JAR, by Yangsook Choi  
LAILAH'S LUNCHBOX: A RAMADAN STORY, by Reem Faruqi, illustrated by Lea Lyon  
MARISOL McDONALD DOESN'T MATCH/MARISOL McDONALD NO COMBINA, by Monica Brown, illustrated by Sara Palacios

#### **MIDDLE GRADE**

THE FAVORITE DAUGHTER, by Allen Say  
THE TROUBLE WITH HALF A MOON, by Danette Vigilante  
NINTH WARD, by Jewell Parker Rhodes

## HOT TOPICS!

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THE MISADVENTURES OF THE  
FAMILY FLETCHER, by Dana  
Alison Levy

### YOUNG ADULT

THIS SIDE OF HOME, by Renée  
Watson

MEXICAN WHITEBOY, by Matt  
de la Peña

AMERICAN-BORN CHINESE, by  
Gene Luen Yang

SHINE, COCONUT MOON, by  
Neesha Meminger

### GROWN-UPS

WHO WE BE, by Jeff Chang  
AN INDIGENOUS PEOPLE'S  
HISTORY OF THE UNITED

STATES, by Roxanne  
Dunbar-Ortiz

BETWEEN THE WORLD AND  
ME, by Ta-Nehisi Coates

THE WARMTH OF OTHER SUNS,  
by Isabel Wilkerson

WHY ARE ALL THE BLACK KIDS  
SITTING TOGETHER IN THE  
CAFETERIA, by Beverly Daniel  
Tatum

[https://www.readbrightly.com/  
how-to-talk-to-kids-about-race-b  
ooks-and-resources-that-can-hel  
p/](https://www.readbrightly.com/how-to-talk-to-kids-about-race-books-and-resources-that-can-help/)

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## Health Reminder

Below are guidelines to help families and employees decide when it is necessary to stay home. If an individual is experiencing any of the following symptoms, we ask parents to keep your child home, and for employees to stay home, for 24 hours after symptoms resolve:

- Fever — Temperature of 100.5 degrees Fahrenheit or higher. Student needs to stay home for 24 hours after his/her temperature has returned to normal without any fever reducing medications, such as Ibuprofen or Acetaminophen.
- Diarrhea — Three or more loose or watery stools in a 24-hour period, especially if the person feels ill. Student or employee should stay home for 24 hours after the last watery stool.
- Vomiting — Two or more times during the last 24-hours, especially if the person feels ill. Student or employee should stay home for 24 hours after the last time he/she vomited.
- Persistent Coughing — Could be caused by many illnesses. Student or employee experiencing persistent coughing should see their primary care provider and stay home until it is resolved.
- Fatigue — Symptoms include lingering tiredness, paleness, lack of appetite, difficult time waking, confusion and irritability. Student or employee should stay home until he/she is well, or has seen his or her primary care provider..
- Strep Throat or Bacterial Conjunctivitis (Pink Eye) — Illnesses for which primary care providers have diagnosed and prescribed treatment. Must stay home 24 hours after the first dose of antibiotics.

Ayla Gavins, Principal

Deborah Meier, Founder

Laura Perille, Interim Superintendent

Mission Hill K-8 School

A Boston Public Pilot School

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