
Nathan Hale Elementary Family Handbook

There Is Power in Unity!



SY 2021-2022

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Nathan Hale Elementary School

School Phone: 617-635-8205

School Website: www.nathanhalerobury.org

Social Media: <https://www.facebook.com/Nathan-Hale-Elementary-Roxbury-112557730157936>



The Hale School Pledge:

Our pledge defines what it means to show school spirit and self pride.

“Hale School Pride.”

Each morning, students and staff recite the Hale Pledge below:

I believe in myself..

I will work hard today.

I will get smarter in every way.

Helped by my family, my teachers, my friends and my community.

If I make some mistakes,

I have what it takes,

To keep trying until I really succeed.

Nathan Hale School Mission:

We will work to achieve the academic excellence and social development of all of our children. We committed to providing each child with rigorous academic instruction and meaningful enrichment opportunities in a safe and culturally responsive environment.

“There is no magic to achievement. It's really about hard work, choices, and persistence.” - Michelle Obama

School Vision:

We pledge...

to make every student the heart and soul of the Nathan Hale School.

to prepare students to become socially and ethically minded, collaborative lifelong learners.



Greetings Nathan Hale Families,

It is with great excitement and enthusiasm that I greet you as the Principal of Nathan Hale Elementary School. The Hale School is undoubtedly one of the most uniquely diverse school communities in Boston. I am honored to serve as the leader of a school that truly believes students are the “heart and soul” of the school. I am committed to continuing the mission and vision of the school, which focuses on academic achievement, as well as the social emotional needs of ALL students.

As we begin the 2021-2022 school year, it will be with an intentional focus to develop and sustain authentic relationships with students and families. Through these relationships, lasting partnerships will be established and nurtured. I deeply believe it takes a village to raise a child, and together we can provide a space that our students, staff and families feel safe, respected, and acknowledged as their authentic selves.

In closing, I would like to welcome back our Hale families, and send a special greeting to our new families. We are excited to begin a year where we will Return, Recover, and Reimagine! I look forward to partnering with you, and continuing the wonderful work that has been done at the Nathan Hale School.

With Gratitude,

**Candice Whitmore
Principal**

Summary Of Key Information

Hale School 2020-2021 Priorities

“This moment offers an opportunity to pause and imagine how to bring together educators, students, families and community partners to co-create transformative learning experiences that cultivate the social, emotional, and academic competencies needed to contribute to a caring, thriving, and just society.”

-From CASEL roadmap for Reopening

Problem of Practice:

Priority: Close Gaps and Accelerate Learning (Strategic Commitments #1 and #2)

District Focus: Equitable Literacy

This year, our priorities are grounded in three competencies:

#1: Priority: Close Gaps and Accelerate Learning (Strategic Commitments #1 and #2) District Focus: Equitable Literacy.

#2: Cultivate Trust, Amplify All Voices (Strategic Commitment #3 and #5) District Focus: Teaming

#3: Construction of a repertoire of culturally and linguistically sustaining practices

- Adapt classroom and institutional practices based on satisfaction of the first two competencies and further knowledge gained through relationships with students, families and community stakeholders. Increase the cognitive capacity of students through connections to their cultural schema.

Instructional Focus

Priority #1: Students will engage in independent and collaborative learning tasks that are grounded in grade-level standards, culturally responsive practices, and include necessary accommodations to meet their individual academic and social-emotional needs.

Priority #2: Students, families and staff will cultivate and deepen relationships through consistent communication and collaboration to create a safe, supportive and equitable environment for all members of our school community.

Priority #3: All staff will actively engage in adult learning and collaboration that consist of school-wide planning, instruction, and implementation of SEL norms that are rigorous, equitable, and anti-racist.

Hale School Fall 2021 Dates for Families:

- **September 9: First Day of School for Students 1st-6th**
- **September 13th: First Day of School for K1 and K2 students**
- **September 28th :** Hale Family Meeting (via Zoom)
- **Oct. 11th** No School (Indigenous Peoples Day)
- **Oct. 15th** Parent and School Site Council Elections @ 6:00pm (via Zoom)
- **Oct. 21st** Fall **Open House 5:30 pm- 7:30 pm** - virtual links will be sent out to all families
- **November 4th-** Virtual Site Council Meetings (First Thursdays of the month) 6pm
- **November 9th** - Virtual Parent Council Meetings (Second Tuesdays of the Month) 6PM
- **November 11th-** No School (Veteran's Day)
- **Week of Nov. 18thh Parent Conferences-** Teachers will send out sign-up schedules for families.
- **November 24th-** Early Dismissal 12:40pm
- **November 25th-** Thanksgiving Break (NO SCHOOL)
- **December 2nd** - Virtual Site Council Meetings (6pm
- **December 9th** - Virtual Parent Council Meetings 6pm
- **November 29th-** December 6th- Hanukkah
- **Tuesday, December 7th-** Family Financial Literacy Meeting
- **Thursday, December 9th-** School Parent Council Meeting 6pm
- **Monday, December 13th-** Report Cards Go Home
- **Thursday, December 16th-** School Site Council Meeting 6pm
- **Wednesday, December 23rd-** Pajama Day!
- **Thursday, December 24th** -January 3rd- No School
- **Friday, December 25th-** Christmas
- **Saturday, December 26th-** Jan. 1st- Kwanzaa
- **Saturday, Jan. 1, 2022-** New Years Day
- **Tuesday, Jan. 4th-** Students Report to School

Health & Safety:

Below is a general list of paperwork and medication that is needed for each student, with additional needs categorized by diagnosis:

ALL Students:

- As of August 2020, the [Flu Vaccine](#) is highly recommended for all students to attend school. Please, contact your health care provider to schedule an appointment. You should use this appointment to complete a current Physical Exam, update all immunization including the Influenza vaccine, medication refills, and any necessary paperwork for the school year.
- Medications must be in the original boxes with a prescription label and must be accompanied by a signed Doctor's Order, a signed Parental Consent, and an Action Plan.
- Boston Public School requires a physical examination report to be on file with the school nurse's office and be updated every year. A physical exam performed within one year is acceptable.

Paperwork and Medication For School: (ALL)

- Up to Date Physical Exam: Must be within 1 year.
 - If you need a copy of the Physical Exam faxed directly to the Health Office, please complete the Medical Release form.
- Current Flu Shot and up-to-date immunization.
- Specific medications for students with a medical diagnosis
- Asthma or Allergy Action Plan, Signed Doctor's Order, Signed Parent Consent

Students with Asthma:

- Asthma Action Plan
- Signed Doctor's Order
- Signed Parent Consent
- Inhaler with Spacer

Students with Allergy:

- Allergy Action Plan
- Signed Doctor's Order
- Signed Parent Consent
- EpiPen

Students with Seizures:

- Seizure Action Plan
- Signed Doctor's Order
- Signed Parent Consent
- Specific Medications

Feel free to use any of the modes of communication listed below to schedule an appointment with the school nurse before coming to the building. Your cooperation will aid in providing prompt and effective care for all students.

Joan Bailey RN, MSN School Nurse: (617) 635-8205, Available: Mondays to Fridays from 8AM - 3PM
Email: jbailey3@bostonpublicschools.org

COVID-19 Safety

Our collective safety depends on our [shared trust and commitment to our safety protocols](#). Guardians are trusted and expected to complete the Home Screening Checklist daily, and to keep students home according to the guidance below:

Emergency Information:

- It is important that we are able to reach you in an emergency. Prior to starting school (or on a student's first day), **parents must submit a completed emergency card**. A paper-based version will be provided by the school. Additionally, you can update your information online [using this link](#).

Daily Screening for in person school:

- Every day - before sending students to school or allowing them to board a school or public bus to get to school, parents/guardians must complete the [home health screening checklist](#) for each BPS student.
- If a student has any of the symptoms in the daily home-screening checklist, **they must be tested for COVID-19 before returning to school.** Any student that does not have any symptoms but has been exposed to a COVID-19 positive person must stay home from school and quarantine for 10 days.
- Individuals determined to be close contacts of a person with a positive test will be referred for COVID-19 testing. They may not return to school until they have completed a 10-day quarantine.
- Measured from the date of last contact with a confirmed positive case. If the close contact later tests positive for COVID-19, that individual will isolate for at least 10 days after symptom onset and may not return to a school building until 24 hours have passed with no fever (without the use of fever reducing medication) and with improvement in other symptoms.
- Although the written results of the checklist do not need to be submitted to the school, if the checklist reveals that a student has any COVID-19 related symptoms the parent/guardian must:
 - **Keep the student home; do not send the student to school.**
 - Report the absence to their school administration and school nurse, noting if the absence is COVID-19-related.
 - Schedule COVID-19 testing through the family's primary care doctor or community health center.
- Students will be reminded daily of personal protective measures, and our school-based safety measures. These include: Wearing of Masks, Social distancing, Hand washing / Sanitizing, Lunch and Recess Procedures, Classroom Materials and Cleaning of Surfaces, Bathroom usage and more
- All staff, students and approved visitors are expected to maintain social distancing of 6-feet at all times.
- Everyone is expected to wear a mask whenever inside a BPS building or vehicle, or outside on school grounds when others are within a distance of six feet or less. Accommodations will be made for our youngest learners and their teachers, including clear masks and additional protective equipment for staff who work with students who are unable to wear masks due to medical, emotional or other unique factors.
- **BPS expects all students and staff to bring and wear their own cloth masks.** Anyone who forgets their reusable mask will be provided a disposable mask to wear on the bus and within the school building. Staff will teach appropriate mask wearing and storage, to aid students in how to best protect themselves, their classmates and teachers. Masks should be washed daily. **Scrubbing (with friction) your child's mask using hot water and soap in a sink at home is effective when you aren't able to use a washing machine.**
- **Pool Testing:**
- This year we are offering pool testing for the students as well as test and stay for close contacts, in order to participate in test and stay students must participate in the weekly pool testing. For those that have consented to have their child tested weekly this is done every tuesday in the morning. The students have been divided into cohorts and each week the same kids are tested together in the hope that we can contact trace more efficiently in the event that there is a positive case. The pool testing helps us identify positive COVID-19 cases quicker and cut down on the spread.
- Results are given to the school nurse and in the event that there is a positive case, close contacts will be identified and student will be tested daily for the next 5 days. As long as students remain negative, they

BPS Family At-Home Health Checklist

YOUR CHILD MUST STAY HOME if your child or anyone in the home have any of the symptoms listed below:

- Fever** (100.4° F or higher without the use of fever reducing medicine), **chills,**
- or shaking chills**
- Cough** (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath**
- New loss of taste or smell**
- Sore throat**
- Headache** (when in combination with other symptoms)
- Muscle aches or body aches**
- Nausea, vomiting, or diarrhea**
- Fatigue** (when in combination with other symptoms)
- Nasal congestion or runny nose** (not due to other known causes, such as allergies) (when in combination with other symptoms)

OR

- If your child is in contact with a household member who has an active COVID-19 diagnosis** who has not yet been cleared from isolation by Boston Public Health Commission.

If your child does NOT have any symptoms BUT has been exposed to a COVID-19 positive person, your child must stay home from school and quarantine for 14 days. Contact your primary care provider, the Boston Public Health Commission or your school nurse for further guidance.

can stay in school, this is the whole purpose of test and stay to prevent the spread. If your student is a close contact and you have not provided consent for them to be pool tested then you will be contacted by the school nurse. If this occurs you will be required to pick your student up and have them quarantine for 10 days.

- At this point please know that **NO NEWS IS GOOD NEWS!**
- If you have any further questions about the pool testing or how you can consent for your student to be tested please reach out to the school nurse.

Bathroom Usage:

- Students must use a bathroom sign out system to reduce the number of students in bathrooms at one time. Bathrooms and hallways will include social distancing signage and hand-washing procedures.
- Additionally, students are required to sanitize their hands upon exiting and entering any new space in the building.

Mask Breaks:

- Spaces for mask breaks will allow for students to be unmasked while at least 6 feet apart, outdoors when weather permits.
- Markers will identify where students will be located to maintain 6 feet of separation.
- Hand washing facilities or hand sanitizer will be available upon entering and leaving each space.
- Napkins or paper towels for masks will be provided (inside face up) when removed.
- As mask wearing is recommended for children younger than second grade, it is important for these students to have additional mask breaks during the day.

Hallways:

- Hallways, doorways and stairwells are redesigned to be one-way to avoid crowding. Signage and equipment is installed to enable effective health and safety procedures.

Medical Waiting Room:

- We will strictly adhere to the district's [Symptomatic Student Protocol](#).
- A separated space from the nurse's office will be used when a student presenting COVID-19 symptoms needs to be separated. When occupied, the medical waiting room will be monitored by appropriate staff.
- Masks are always strictly required in this space, even for students in kindergarten and grade 1. The individual supervising this space will maintain 6 feet of physical distance, remain masked, and wear a face shield or goggles. Nurses or other staff in this area will be equipped with N-95 masks. If a student is unable to wear a mask, there will be no other students in this room.
- Hand washing facilities or hand sanitizer needs to be used when entering and leaving the space, as well as before and after eating.
- If any food or drink must be consumed before the student is picked up, the individual will be walked outside to consume food or drink if possible (because the mask will have to be taken off for eating). If it is not possible to go outside, one student can consume food or drink at a time in the medical waiting room, but, again, only if all others remain at least 6 feet away.
- All people in the COVID-19 waiting room must be as far apart as possible and no less than 6 feet apart, even when masked.

Documentation

- Information will be provided to families in their primary language.
- DESE will provide a checklist of symptoms and other guides to assist schools, families & students

Ventilation and Air Quality:

- BPS Facilities has checked all classroom spaces to confirm that windows are operable, as windows are the primary source of ventilation for our school building. Windows and doors will remain open (not including exterior doors for safety), year-round, with window fans in each classroom space and increased heating throughout the winter. Air filters have been installed in every room in the building.

Sanitation & Cleaning:

- Appropriate hand sanitizer and CDC-recommended cleaning materials will be available on every bus, in school entryways and hallways, and in every classroom. Students and staff will adhere to frequent hand sanitizing/washing protocols. High-touch areas and bathrooms will be cleaned and disinfected based on a set schedule of increased frequency.
- Health Services / Nurse Office Procedures:

Mrs. Bailey, our full-time school nurse, will be at the school daily. Please feel free to call Nurse Bailey to schedule an appointment.

Due to the complexities of the COVID-19 pandemic, a few changes will be made to the daily operation of the health office to mitigate the spread COVID-19 within our Community:

1. **Every staff member must call the office before sending students to the health office using their classroom intercom system.**
2. Minor paper cuts, scrapes and bruises (not including head injuries) will be taken care of in the classroom or the playground. Band-aids and towelettes will be provided to each classroom. Allowing students to participate in self-care promotes self-confidence, self-control and resiliency.
4. Students with daily medication will be sent to the health office at their scheduled time with a pass from their teacher. A schedule will be sent to each instructor. Please call the office prior to sending the student from the classroom for any reason, including medication.
5. Any student with signs and symptoms of COVID-19 must be escorted straight to the Medical Waiting Room by a staff member (**not another student**). Call the office via phone or intercom to allow the nurse sufficient time to don the proper PPE.
6. All staff members with signs and symptoms must contact the nurse via phone or email so that we can keep accurate documentation for contact tracing purposes. Please keep lines of communication open regarding your own health, so the nurse has the information needed to make well informed decisions.
7. Students must be sent to the nurse with a paper Health Office Pass that includes the full name and a brief note regarding the issue. This allows for a quick process in and out of the health office. The targeted goal for students to be in and out of the health office is 10 minutes. This time changes only if the student has a more complex complaint. A quick turnaround decreases prolonged exposure in the event of a positive COVID case and other seasonal diseases such as the flu, in addition to minimizing time spent out of the classroom.
8. Student COVID results will not be sent to school nurses, nor will nurses be conducting contact tracing at the school level. Please do not call the health office for student or staff results as HIPAA and FERPA prevent disclosure of this information.

Shared Items & Classroom Spaces

Shared Items:

- New classroom protocols reduce the passing of supplies and sharing of items between students:
 - Limited sharing of electronic devices, toys, games, learning aids, art material and other items that are difficult to clean or disinfect.
 - Supplies and equipment limited to one group of children at a time, with cleaning and disinfecting between uses.
- Books and other paper-based materials are not considered a high risk for transmission and do not need additional cleaning procedures.

- Cleaning and disinfecting will occur at least daily for shared spaces and furniture. For high-touch surfaces (e.g., door handles, light switches, water fountains, toilet seats) cleaning and disinfecting will occur three to four times per day and/or between uses.

Seating Arrangements

- Communal spaces (e.g., cafeteria, specialist classrooms) are repurposed to provide additional classroom spaces with adequate ventilation and distancing.
- Cubbies will be adjusted to ensure each child's belongings are assigned to an individually labeled space that is separate from others.
- Large furniture was moved or removed as needed (e.g. couches, kidney tables).
- Additional supplies and storage will minimize sharing of high touch materials to the extent possible (e.g., each student will have their own art supplies, writing utensils and curricular materials).
- Specific supplies (including technology, books and materials) will be provided for at-home use to all students, with students bringing all personal items to-and-from home.



Early Childhood Classrooms:

- All soft and cloth-based materials removed such as pillows, stuffed animals, and dress-up clothing. Children can bring their own stuffed animal, but it cannot be shared.
- Young children may also sit on nap mats with plastic trays for items which can be easily cleaned.
- Students participate in different learning activities ("centers") with each small cohort remaining in one location and materials for the next "center" brought to them after they are sanitized.
- Marked spaces with footprints facing the correct direction the children's feet would be pointing, to indicate one way in and one way out.

Common Spaces:

- Unnecessary communal use / shared spaces are closed. The faculty room is relocated to the cafeteria, as all meals take place outdoors or within classrooms.
- Barriers are set up in high traffic areas or areas where physical distancing between staff cannot be achieved, and our cleaning schedule ensures proper cleaning and disinfecting of barriers by custodial staff.

Meals & Recess:

- All lunch and recess periods will take place outdoors (weather permitting), with social distancing and safety measures in place. Students will be given individual hula hoops and have an opportunity to select a location outdoors that will be spaced 6' from others. They may sit and enjoy their lunch in that location. Breakfast will take place in classrooms. When weather does not permit, students will eat in the classrooms.
- Students will receive daily guidance in the proper removal and placement of masks before eating. Meals, classes and recess will continue to limit students to their assigned cohorts.
- Students will be allowed to play on the outdoor play structure during the recess period. They will be instructed to wash and sanitize their hands thoroughly.



Classroom "Treats" for Birthdays and Holidays



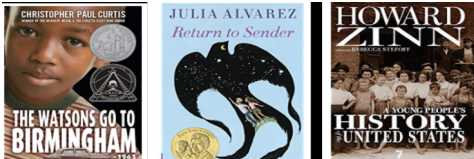
- Classroom treats such as cupcakes, cookies, and non individually wrapped items are not permitted at this time. This is due to COVID protocols, being inclusive that all students do not celebrate birthdays and holidays, and also many students having allergies.

Summary of School Supplies & Technology:

At the Hale School, we embrace and encourage digital literacy and the opportunities technology provides, while also recognizing the continued need for creative arts, hands-on projects, books, and resources that allow students to engage in learning without hours of daily screen time. On October 8th, families can pick up school supplies that include classroom novels, materials, workbooks, arts and craft supplies, Chromebooks and more.

- Specific materials are meant for students to keep and use at home, **others need to be returned at the conclusion of the unit, term or school year.** See specific supply lists in this section..
- See dates and times for materials pick-up by grade in the section: "[Key Dates](#)"
- Access additional student and parent resources on our Hale School Home Learning Website: Here <https://www.nathanhalerobury.org/>

Students enrolled in the hybrid learning model are required to bring necessary materials to/from school, in addition to their Chromebooks.

<p>Provided items: These do NOT need to be returned to the school:</p>	<p>Borrowed items: These DO need to be returned at the conclusion of the unit, term or school year:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Math and literacy consumable workbooks <input type="checkbox"/> Glue Sticks, scissors, pencil sharpeners, erasers, etc. <input type="checkbox"/> Composition journals and/or subject notebooks <input type="checkbox"/> Individual sketch pads, construction paper and other paper/construction materials. <input type="checkbox"/> Writing and art utensils (markers, paint, crayons, colored pencils, oil pastels, pens and pencils) <input type="checkbox"/> Science supplies (magnifying glasses, etc.) <p>K-2 Return Policy: We assume that individual books and materials in grades K-2 will be reread and reused often, and likely to incur damage (<i>food, rips, chewed on by younger siblings</i>). ALL K-2 basic supplies <u>and books</u> are provided as "forever" items and do not need to be returned. Only technology, magnetic lettering and math manipulatives should be returned at the end of the school year. See column on right</p> <p>→</p> <p>3-5 Return Policy: ALL 3-6 basic supplies are provided as "forever" items and do not need to be returned. Technology, magnetic lettering, math manipulatives and <u>classroom novels</u> must be returned at the end of the school year. See column on right →</p> <p>Families have access to a multilingual library of things to do and read at home to support <u>native language literacy</u>.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> BPS Technology: Chromebooks, headphones, chargers <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <input type="checkbox"/> Individual magnetic dry-erase boards, math or literacy classroom manipulatives: grades 3-6 (fraction tiles, base-10 blocks, letter tiles, Wilson or Foundations Reading Program materials) <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <input type="checkbox"/> Novels (Grades 3-6) must be returned at the conclusion of each unit. <i>Examples:</i> <div style="text-align: center; margin: 10px 0;">  </div> <p style="color: red; text-align: center;">*Please take care of these items to the best of your ability so they can be reused for several years!</p>

Access to BPS Chromebooks & Online Sites:

Students are responsible for bringing their Chromebook or laptop/device to-and-from school. All students will receive New 1-1 Chromebooks from Boston Public Schools for this upcoming school year, unless they already received a new Chromebook from the district's Spring deployment. Due to delays in shipping across the country distribution of additional Chromebooks has been slow. Families will be contacted with a pick-up date and time as Chromebooks are delivered to the school in phases throughout September. **Families with greater needs will be prioritized for first-round distribution.**

To request support with your chromebook, or any issue at all, [use this form!](#)

Students access most online instruction from Clever and Google Classroom:



- [Clever](#), or the "BPS Digital Backpack" is where students access many online learning apps used by the district or their teacher's classroom. Clever has apps in all major content areas. Go to www.bostonpublicschools.org/backpack and log in using your BPS Gmail and password.



- [Google Classroom](#) is the online classroom where students access resources and assignments shared by their teachers. Students go to classroom.google.com and sign in with their BPS Gmail and password.

Student login and password information:

Students log into Google, Clever and all assigned apps using their BPS Gmail (____@bostonk12.org) and password. If you are unsure about your student's email or password you can contact the BPSTechnology Help Desk at 617-635-9200, or follow the steps below.

Student & Parent Tutorials:

- Review [How to Access Google Classroom from Home](#), a website with videos in English, Español, Portugués, and Français.
- Review [How to Access Clever at Home](#) or watch an interactive [Clever Login Tutorial](#).

Misuse of and/or Damage to Chromebooks:

- BPS Chromebook usage statistics are monitored by schools (recorded as a total # of daily sign-ons per device to BPS sites) and **can be turned off remotely** in the event of loss, damage, or misuse.

Return of Hale School Chromebooks:

- Chromebooks should be returned to the Hale School with their chargers and any other items (such as headphones) that were borrowed at the start of the school year.

Low and No-Cost Internet Options

- Any family that is in need of internet service can reach out to Comcast Internet Essentials at www.internetessentials.com Families are encouraged to sign up for the 60-day free trial.

Internet Vouchers

The Boston Public Schools has entered into a contract with Comcast to provide free internet service to BPS students through the Internet Essentials Program. If you are in need of internet service, please contact the school.

School Policies and Procedures

School Hours: 8:30 am–3:10pm



Daily Schedules:

Students and parents can access daily and weekly schedules on their individual Google Classroom sites, or through our [Home Learning Site](#). To request support with your schedule or any other technical issues, please contact the school.

Attendance & Participation Policies:

Daily attendance and participation impacts student connectedness to their school community. Students must be truly involved on a daily basis to learn and grow with peers in ways that they can not do on their own. We encourage an increase in attendance and a decrease in tardiness because missing school affects student academic performance. Chronically absent students have lower test scores and grade point averages moving forward. Even higher rates of grade retention and dropping out as they get older.

COVID policy with attendance:

Daily Attendance

- Hale students are expected to participate in daily scheduled instruction, and to demonstrate our “STAR” computer behaviors during live/synchronous sessions, whether they are remote learning or receiving in-person instruction.
- In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, and statewide student performance assessments.”
- reached, who convey they are unable to participate that day, or who demonstrate less than half of the day’s scheduled structured learning time activities or assignments will be marked as absent.
- Staff will reach out to all students to ensure they report for school before October 1, which is the date that BPS is required to report enrollment to DESE. Students who do not report by October 1st will be withdrawn from their assigned schools and marked as “DNR” or, “did not report”.

School Year 2021-22 Grading Term Calendar



2021-2022 Report Card Schedule

Trimesters (Grades K-5, K-6, K-8) *

	Fall (Grades 1-5 only)	Winter (K-Grade 5)	Spring (K-Grade 5)
Term	September 9 - December 3, 2021	December 6, 2021 - March 18, 2022	March 21 - June 22, 2022
Progress Reports Grading Window	October 12 - 23, 2021	January 18 - 28, 2022	May 2 - 13, 2022
Distribute Progress Reports	October 23, 2021	January 29, 2022	May 14, 2022
Report Card Grading Window	November 22 - December 12, 2021	March 7 - 27, 2022	May 31 - June 19, 2022
Distribute Report Cards	Week of December 13	Week of March 28	June 21, 2022

EXCEPTIONS:

- ▶ Kindergarten students do not receive a Fall report card.
- * The following **K-8 schools** have **Quarters** for **grades 6-8**: Eliot, Greenwood, Haley, Hurley, Jackson-Mann, Kilmer, Lee, Lyndon, McKay, Mildred Ave., Murphy, Ohrenberger, Perry, Roosevelt, Tobin, Trotter, and Up Academy Dorechester

Assessments

Expectations:

--All students in grades K 2-11 are required to take the NWEA MAP reading screen assessments; MAP Fluency for grades K 2-2 and MAP Growth for grades 3-11.

--All students in grades 2-11 are expected to take the BPS Interim Assessments in ELA and Math three times per year; Science Interims are optional for students in grades 3-10.

[Here](#) you will find a comprehension listing of all assessments that will be given and the timelines for their administration.

Summary of Arrival, Dismissal & Transportation Information:



Bus Transportation:

- Bus schedules will be sent to parents/guardians by the district. Buses are limited to 1 student per seat, significantly reducing bus capacity. Siblings may sit together to maximize available seating. This is likely to also impact bus arrival/departure times, and cause additional traffic and congestion during arrival and dismissal hours. **Please plan ahead for anticipated delays with transportation.**
- Masks/face coverings must be worn by everyone on the bus during school bus transportation. Students will be checked at dismissal and arrival and will be provided with a mask if needed.
- Students will receive bus seating assignments that are as static as possible to allow for efficient contact tracing if needed. Bus attendance will be tracked daily (am/pm) for contact tracing purposes.
- Bus windows will be opened prior to departure to provide adequate air flow.
- **Please anticipate delays at the start of the school year as a result of these new policies.**

Parent Drop-Off / Pick Up:

- **Parents will not be allowed into the building for any reason during our state mandated COVID restrictions.**
- All students, staff and visitors must adhere to our one-way pathways and designated entrances/exits.
- A map with detailed arrival and dismissal times and locations will be provided to reduce congestion during these transitions.
- A parent or guardian must sign in/out students who enter outside of normal arrival or dismissal hours. This log must be kept and maintained for 30 days, with the date, contact phone number, arrival/departure times, and areas visited within the building for each visit. This is especially important for the purpose of contact tracing.
- No outside visitors or volunteers are permitted to enter, except for contracted service providers for the purpose of special education, required support services, or program monitoring as authorized by the school or district.

Summary of Dismissal Procedures:

- **2:45-3:10pm: There is no-entry to the building for parent-pick up during this minute period. School staff will be in transition and teachers must prepare students for dismissal without interruptions.**
- All guardians **must wear a mask** when picking-up students in the schoolyard beginning at 3:00 pm.
- **3:00-3:10pm:** All parent-pick up / walkers exit with assigned staff at 3pm to designated spaces on the schoolyard..
- Older siblings join younger siblings at their class locations (cohabitants do not require distancing).
- **3:10pm:** Bus students are called to exit as buses arrive using the cafeteria exit doors.

Summary of Key Supports For Families:

Family Communication:

- Aspen, also known as “SIS,” is BPS’ student information system. This is a safe, secure, online tool that helps families engage in their child’s education. It’s important that your SIS information is kept up-to-date to ensure you receive important information and updates.
 - ****If your phone and address are not updated in SIS, you will not receive school-based phone calls, attendance alerts, student report cards or mailings. [Update your information using this link](#). You can update your contact and emergency information. ****[Set up a Family Portal account here](#)******
- **TalkingPoints App:** TalkingPoints provides a family engagement platform with two-way translation, coaching and content using a text-to-text app platform for communication in English and a parent’s native language. All staff have access to TalkingPoints to provide translated communication during the 2020-2021 School Year.
- **Support Request:** Families are able to request additional social emotional support for students through the classroom teacher. If additional services are agreed upon, between the teacher and parent,, the teacher will complete a referral form to the school social worker, within 48 hours of that dialogue.
- **Families will receive a predictable weekly learning schedule** and times when they can expect or initiate communication regarding academic progress, assignments, events, and school-related updates. Students, families and staff have multiple ways to communicate, including phone, email, and opportunities to schedule 1-1 time. See section “Family Engagement” for structures, policies and details.
- **All families are encouraged to attend our Parent University Sessions**, geared towards providing parents and guardians with easy-to-use resources and helpful tips to support students and families at home. **RSVP for session 1 in our “Key Events” section above.**
- All parents are automatically members of our Parent Council, and invited to attend our School Site Council meetings, which will be held virtually. Dates and times are communicated through automated messages, in addition to the Hale Newsletter.

Equity Roundtables:

- Equity Roundtables are families + staff discussions related to how the school is prioritizing and addressing issues of equity. This includes resource distribution, supporting families in need, and shining the light on the successes and challenges of our school’s remote learning plans. These sessions are an opportunity for staff and families to hear and share ideas on how we might make improvements for our entire school community, but especially, our most vulnerable students and families.

Race-based affinity groups:

- We encourage our parents to form race-based affinity groups. These discussions bring families and staff who share a common element of identity, in this case, race, an opportunity to collectively reflect on their experiences and realities. Many people of color have experiences in speaking about their own racial identities, and how society identifies them as members of a racialized group. White people rarely have this shared experience, and often come to interracial dialogues without having had these conversations.

- **In our affinity groups, we can:** be honest; ask possibly 'ignorant' questions; share and process personal experiences and emotions around race; strengthen our whole community; consider our responsibility in - and ways we can - respond to racism in our environment; gain knowledge to become better participants
- In interracial conversations about race; critically reflect on ourselves and our actions; share resources and opportunities; and consider information or messages to share with the larger community.

Parent/Teacher Communication:

- The primary contact method between teachers and families will be determined based on guardian preference, and may include phone, email, Google Hangout or Zoom calls at least 1x monthly for students who are meeting learning and attendance expectations.
- Parents/guardians will be contacted each day their child is absent from instruction by their homeroom teacher, and by the school administration.
- Frequent student absences and/or a need for additional supports will result in the creation of a Student Success Plan which will be created in partnership with students and families.
- To schedule an appointment with a teacher, parents can use the contact information included on our home-learning site, or by using our support request form above.

Student/Teacher Communication:

- If a student is engaged in a remote-only or hybrid learning, they will be given a schedule for a regular 1-1 phone or 1-1 Zoom check-in with their teacher (or mentor staff member).
- Staff will reach out to students and families prior to (or at) the start of the school year to develop a check-in schedule.
- Participation impacts student connectedness to their school community. Students must be truly involved on a daily basis to learn and grow with peers in ways that they can not do on their own if just turning in assignments.
- Students who are not physically present at school but who demonstrate evidence of participation through work submission and participation in scheduled Zoom sessions will be counted as present.

ATTENDANCE

Daily Attendance

- Hale students are expected to participate in daily scheduled instruction, and to demonstrate our "STAR Attendance Daily. Instructional time begins daily at 8:45am directly after morning announcements.,
- In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, and statewide student performance assessments.

School Uniform Policy

The Nathan Hale School is a mandatory uniform school. This policy was voted into effect by the School Site and Parent Council and will be strictly enforced by all school staff and administration when students are learning in-person in the school building. This policy is designed to support our students in the efforts of learning to dress for success and to unify us as a school community. Students may wear any combination of the standard navy blue bottoms and dark blue or white collared shirt with the Hale School Logo. Skirts or jumpers may be worn with a white or dark blue collared blouse as well.

Tee shirts and jeans are not considered a part of the school uniform. Tee shirts with any form of writing or advertisement will not be accepted.

When in school, hats, coats, jackets, hoodies, backpacks and pocketbooks may not be worn during school hours and must be placed in student coat areas or lockers at the beginning of the school day. Please DO NOT send students to school in leggings/ jeggings and light-up sneakers. These items are not a part of our school uniform and can cause unnecessary distractions for our students. Uniforms with the Nathan Hale logo can be purchased at L&M Bargain Store on American Legion Highway in Roslindale Mass.

If a student reports to school without his/her own personal uniform, a call will be placed to the home of the student immediately. You will be asked to bring the student's uniform to the school and/or the student will be asked to change into an office uniform. Please know that there will be consequences instituted when a student is out of uniform. These may include but, are not limited to the following:

- Students and family will be asked to conference with the principal.
- Loss of special privileges such as not being able to be permitted to participate in end of the month uniform celebrations, fun friday's etc.,
- Loss of special privileges

We will make every effort to work with families in the event of an unforeseen need or occurrence, but we will expect and uphold everyone's participation in the mandatory policies. We thank you in advance for helping our school with our policies.

Summary of Arrival, Dismissal & Transportation Information:

Bus Transportation:

- Bus schedules will be sent to parents/guardians by the district on Sept 1. Buses are limited to 1 student per seat, significantly reducing bus capacity. Siblings may sit together to maximize available seating. This is likely to also impact bus arrival/departure times, and cause additional traffic and congestion during arrival and dismissal hours. **Please plan ahead for anticipated delays with transportation.**
- Masks/face coverings must be worn by everyone on the bus during school bus transportation. Students will be checked at dismissal and arrival and will be provided with a mask if needed.
- Students will receive bus seating assignments that are as static as possible to allow for efficient contact tracing if needed. Bus attendance will be tracked daily (am/pm) for contact tracing purposes.
- Bus windows will be opened prior to departure to provide adequate air flow.
- **Please anticipate delays at the start of the school year as a result of these new policies.**

Parent Drop-Off / Pick Up:

- **The Hale will be adhering to a one way in- one way out entry and exit system. All students will enter through the Cafeteria entryway until 8:30 am. Then they will enter through the Office Entryway.**
- **All students and staff will exit from the cafeteria doors and office doors.**
- Parent-pick up (early dismissal) and late arrivals will require screening of all students and adults prior to entering.
- A parent or guardian must sign in/out students who enter outside of normal arrival or dismissal hours. This log must be kept and maintained for 30 days, with the date, contact phone number, arrival/departure times, and areas visited within the building for each visit. This is especially important for the purpose of contact tracing.
- No outside visitors or volunteers are permitted to enter, except for contracted service providers for the purpose of special education, required support services, or program monitoring as authorized by the school or district.

Summary of Dismissal Procedures:

- **2:45-3:30pm:** There is no-entry to the building for parent-pick up during this 45 minute period.
- All guardians **must wear a mask** when picking-up students at the field between 3:00-3:10pm.
- **3:00pm:** All parent-pick up / walkers exit with assigned staff at 3pm to designated spaces on the schoolyard.
- Older siblings join younger siblings at their class locations (cohabitants do not require distancing).
- Bus students will be called to exit as buses arrive using the cafeteria doors.

Summary of Key Supports For Families:

Family Communication:

- Aspen, also known as “SIS,” is BPS’ student information system. This is a safe, secure, online tool that helps families engage in their child’s education. It’s important that your SIS information is kept up-to-date to ensure you receive important information and updates.

****If your phone and address are not updated in SIS, you will not receive school-based phone calls, attendance alerts, student report cards or mailings. [Update your information using this link.](#) You can update your contact and emergency information. ****[Set up a Family Portal account here](#)******

- **TalkingPoints App:** TalkingPoints provides a family engagement platform with two-way translation, coaching and content using a text-to-text app platform for communication in English and a parent’s native language. All staff have access to TalkingPoints to provide translated communication during the 2020-2021 School Year.
- **Support Request Form:** Families can request support or information regarding online platforms, academics, family resources and more using this link: [Hale Elementary School Support Request](#). A staff member will respond to your request as soon as possible and/or within 24 hours. Families can also call our “key contacts” or email nathanhaleroxbury@gmail.com to receive support with any school or home-related topics. Don’t be shy, we will do our best to support you!
- **Families will receive a predictable weekly learning schedule** and times when they can expect or initiate communication regarding academic progress, assignments, events, and school-related updates. Students, families and staff have multiple ways to communicate, including phone, email, and opportunities to schedule 1-1 time. See section “Family Engagement” for structures, policies and details.
- **All families are encouraged to attend Parent University Sessions**, these sessions are geared towards providing parents and guardians with easy-to-use resources and helpful tips to support students and families at home.
- All parents are automatically members of our Parent Council, and invited to attend our School Site Council meetings, which will be held virtually. Dates and times are communicated through automated messages, in addition to the school newsletter.

Equity Roundtables:

- Equity Roundtables are families, staff and community partner discussions related to how the school is prioritizing and addressing issues of equity. This includes resource distribution, supporting families in need, and shining the light on the successes and challenges of our school’s remote learning plans. These sessions are an opportunity for staff and families to hear and share ideas on how we might make improvements for our entire school community, but especially, our most vulnerable students and families.

Race-based affinity groups:

- All parents are invited to establish race-based affinity groups. These discussions bring families and staff who share a common element of identity, in this case, race, an opportunity to collectively reflect on their experiences and realities. Many people of color have experiences in speaking about their own racial identities, and how society identifies them as members of a racialized group. White people rarely have this shared experience, and often come to interracial dialogues without having had these conversations.
- **In our affinity groups, our goal, is to be:** honest; ask possibly ‘ignorant’ questions; share and process personal experiences and emotions around race; strengthen our whole community; consider our responsibility in – and ways we can – respond to racism in our environment; gain knowledge to become better participants in interracial conversations about race; critically reflect on ourselves and our actions;

share resources and opportunities; and consider information or messages to share with the larger community.

Parent/Teacher Communication:

- The primary contact method between teachers and families will be determined based on guardian preference, and may include phone, email, Google Hangout or Zoom calls at least 1x monthly for students who are meeting learning and attendance expectations.
- Parents/guardians will be contacted each day their child is absent from instruction by their homeroom teacher, the secretary or a school administrator.
- Frequent student absences and/or a need for additional supports will result in the creation of a Student Success Plan which will be created in partnership with students and families.
- To schedule an appointment with a teacher, parents can use the contact information included on our home-learning site, or by using our support request form above.

Student/Teacher Communication:

- If a student is engaged in a remote-only or hybrid learning, they will be given a schedule for a regular 1-1 or small group phone or 1-1 Zoom check-in with their teacher (or mentor staff member).
 - Staff will reach out to students and families prior to (or at) the start of the school year to develop a check-in schedule.
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Additional Places For Information:

- **Hale School:**
 - [Hale School Website](#)
 - [Hale School Home-Learning Website](#)
 - [Hale School Facebook](#)
 - [Parent Council Facebook](#)
 - [Hale School Community Calendar](#) **link this calendar to your existing Google Calendar**
 - [Nathan Hale Support Request Form](#)
- **Boston Public Schools:**
 - [Daily At-Home Screening Checklist](#)
 - [BPS Community & Events Calendar](#)
 - [Boston Public Schools Remote Learning Site](#)
 - [BPS "We Dream Together" Resources for Immigrant Families](#)
- **City of Boston Coronavirus Information:** [City of Boston Coronavirus Information](#)

Key Contacts

Families can request support by reaching out directly to the classroom teacher, who has the ability to triage concerns to the appropriate personnel, such as the school social worker, principal, family liaison, and etc. This approach assures that teachers are the hub and always informed about their students.

Families may also contact the following individuals:

Topic	Staff Name(s) & Role(s)	Email & Phone
All Urgent Matters	Principal Candice Whitmore BPS Helpline - Translation Available!	Principal Whitmore cwhitmore@bostonpublicschools.org 617-606-8204 Helpline: 617-635-8873 Mon-Fri, 9am-5pm
Questions specific to classrooms	Contact your child's teacher!	Contact information listed on: Home Learning Site
Enrollment, Attendance, Scheduling, Records, General Questions	Mrs. Robinson-Gerald, <i>School Secretary</i>	School Secretary: Renee Robinson-Gerald Contact Phone: 617-635-8205 Contact Email: rrobinsongerald@bostonpublicschools.org
Family Liaison	Mr. Joshwa Hall ----- Director of Instruction	Director: Joshwa Hall Contact Phone: 617-635-8205 Contact Email: jhall8@bostonpublicschools.org
Meal/Food/Services	Mrs. Maria Martinez <i>Food Service Manager</i> -----	Food Service Manager: Maria Martinez Contact Phone: 617-635-8205 Contact Email: mmartinez3@bostonpublicschools.org
Physical Health & Safety: <i>(Also, to report COVID-19 symptoms or exposure)</i>	Mrs. Joan Bailey, <i>School Nurse</i>	School Nurse: Joan Bailey Contact Phone: 617-635-8205 Contact Email: jbailey3@bostonpublicschools.org
Mental Health & Crisis Support	Ms. Kedist Abrha	Social Worker: Kedist Abrha Contact Phone: 617-635-8205 Email: kabrha@bostonpublicschools.org
Technology & Online Programs	Ms. Carla Bolden OR Call the BPS Tech Helpline	Technology Coordinator: Ms. Bolden Contact Email: cbolden@bostonpublicschools.org
Special Education	Ms. Teresa Dawson Knoess , Coordinator of Special Education Services, Meetings, Testing	Coordinator of Special Ed Ms. Teresa Dawson Knoess Phone: 617-635-8205 Email: tknoess@bostonpublicschools.org
ESL	Ms. Juana Alfaro Teacher	Ms. Alfaro: jalfaro@bostonpublicschools.org
Resource	Mrs. Dominique Gilmer	Mrs. Gilmer: dgilmer@bostonpublicschools.org

Arrival:

Exterior pathways and entrances/exits are designated for lining up and building access, with social-distancing and masks required of all students, staff and visitors (including parent pick-up/drop-off).

All students will enter the building using the doors at the main entrance.

- **8:15:** Students who arrive as walkers/parent drop-off will line up using distanced markers on the ground located in the first parking lane next to the cafeteria doors. They will then proceed into the building where they will sanitize their hands at the station located at the main entrance and proceed to take breakfast from the cart that will be located across from the main office. Then, they will proceed directly to their classrooms for breakfast and morning meetings.
- **8:15-8:30:** Students who are exiting buses at 8:15 will line up in the designated lanes along the blue walkway and transition into the building. They will sanitize their hands at the station located at the main entrance and proceed to take breakfast from the cart that will be located across from the main office. They will proceed directly to their classrooms for breakfast and morning meetings. Staff will be assigned to support and monitor hand sanitizing, face masks and social-distancing at entrances, hallways & stairwells.
- Staff will be assigned for exterior supervision beginning at 8:15 am, daily.

Dismissal

There will be no entry into the building for parent pick-up after 2:45 pm

- **2:30pm -3:10pm:** There is no-entry to the building for parent-pick up during this 40 minute period. All guardians **must wear a mask** when picking-up students on the playground between 3:00pm-3:25 pm.
- **3:00pm:** Bus students are called to exit as buses arrive using the cafeteria exit (main floor)
- **3:10pm:** All student walkers will exit with assigned staff to designated spaces on the playground. Older siblings will join younger siblings outside on the playground (cohabitants do not require distancing).

Fire code and safety:

- Fire code and safety plans will adhere to existing guidelines. In addition:
 - Desks will not block means of egress and will be adequately spaced from radiators and heating or cooling elements.
 - Dividing doors will be propped open to improve air circulation and reduce the number of times people touch door handles.
 - Students will line up at their “dismissal” locations while maintaining 6’ of social distance.

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Curriculum, Instruction & Academics:

Culturally Responsive Teaching:

Culturally Responsive Teaching is defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches to and through the strengths of students. Culturally responsive teaching is an intentional expression of knowledge, beliefs and values that recognize the importance of racial and cultural diversity in learning. See the [Culturally and Linguistically Sustaining Practices \(C.L.S.P.\) Continuum](#) here.

Culturally Responsive Practices Include:

- Seeing cultural differences as assets;
- Creating caring learning communities where culturally different individuals and heritages are valued;
- Using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students;
- Challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression;
- Being change agents for social justice and academic equity;
- Mediating power imbalances in classrooms based on race, culture, ethnicity, and class; and
- Accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups.

- From: Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice (2nd ed.)*, p.31

Culturally Responsive Teacher's Checklist:

The curriculum reflects an integration of ethnic and cultural content throughout programming rather than assigning the study of diverse cultural groups to a single unit or one month.	✓
The curriculum provides opportunities for students to investigate and understand how cultural assumptions and biases influence subject areas.	✓
The curriculum fosters respect and understanding for diverse cultures by providing materials that help students develop positive attitudes toward different racial, ethnic, cultural, language, and ability groups.	✓
The curriculum supports and values the experiences and information students have learned within their cultural groups.	✓
The curriculum helps students make connections between what they are learning in schools and their personal choices.	✓
The curriculum situates specific cultural and local knowledge in a global context.	✓
The curriculum explicitly teaches cultural capital (the norms, behaviours, and attitudes) that provide access to achievement.	✓
The curriculum uses the local language and cultural knowledge (funds of knowledge) as a foundation for the rest of the curriculum.	✓
Teachers relate content and instructional strategies to the cultural backgrounds of their students.	✓
Teachers utilize instructional materials that reflect images and perspectives from diverse groups.	✓
Teachers help students appreciate current and historical events from multiple perspectives.	✓
Teachers help to organize activities and projects that enable students from diverse racial, ethnic, cultural, and language groups to work together.	✓
Teachers inform students about stereotyping and other related biases that have negative effects on racial and ethnic relations.	✓

English Language Learners & ESL Instruction:

Our ESL Program aims to prepare students for success as multilingual learners and leaders in our interconnected, global world. We strive to develop our students' mastery of the English Language, both socially and academically, while empowering them to leverage the power of their background knowledge, culture, native language, and unique talents. We accomplish this through a combination of push-in and pull-out ESL models beginning in K2. Our ESL instructor is multilingual in both English and Spanish.

Multilingual Library Resource: In addition to grade-level resources and ESL instruction, ESL students and families have access to a multilingual library of things to do and read at home to support **native language literacy**.

Special Education:

Our special education model is grounded in the belief that all people benefit from a supportive and inclusive environment, and that we are strengthened by diversity. Homeroom teachers, special-education service providers and partners will continue to work together to provide students with the tools and skills needed to engage remotely or in-person as equal and valued members of our school community. We are proud to meet the diverse needs of our students with disabilities through a variety of classroom models and teaching methods that include general education classrooms that receive the support of licensed special educators. All students, including our students with IEPs, engage in the same grade-level standards, assessments and curriculum as their grade-level peers, with additional accommodations and support as defined by their IEP.

Academic Acceleration & Intervention:

At the Hale School, we expect all students to achieve at high levels, and to make substantial academic progress each year. Our weekly schedule and class assignments allow for flexible student groupings to provide opportunities for targeted intervention, collaborative work, peer support, and academic acceleration (for those performing beyond grade-level proficiency) multiple times each week, remotely or in-person. More details are included in the section: "Daily schedule."

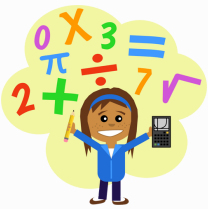
CURRICULUM

Throughout the school year, students in all grade levels will be using the states Common Core Standards as a guide for learning. Included in this practice will be their use of evidence to support claims and a basis for formulating questions during classroom discussions. This Academic Discourse will also be used across the curriculum and content areas including writing. Students will be provided with the necessary instruction, modeling and practice they need to master all of the grade-level curriculums.



SOCIAL STUDIES

The Hale School seeks to provide our students with opportunities to immerse themselves in thematic-based and standards-based units that will promote student engagement and build critical background knowledge. These units of study will be known as Expeditions. Our students will participate in fieldwork; listen to expert presentations, and research important topics that are aligned to our Common Core Standards.



MATHEMATICS

We seek to continuously provide our students with curriculum and instruction that will meet the standards of the Massachusetts Curriculum Frameworks and provide approaches and lessons that are aligned to the standards. Therefore, we will continue using the Investigations and CPM (Grade 6) curriculum along with teacher-designed materials. Teachers will measure student learning throughout the year and monitor their progress. The workshop model is used throughout the grades and content areas and is included in teaching math. Students should be encouraged to recognize and look for mathematical concepts in everything they do and see.

Mathematics K0-K1

In BPS, we use the terms K1 instead of Pre-K and KO for three-year-old students. For mathematics, BPS uses the Building Blocks curriculum in K0 and K1 classrooms. You can find more information about the learning goals and a typical learning schedule [here](#). Specific details related to remote learning schedules and daily academic expectations will be shared by your child's homeroom teacher at the start of school.

Materials for families and teachers to support children's learning at home, as well as helpful technology resources can be found here: [Pre-K: https://www.bpsearlylearning.org/prek](https://www.bpsearlylearning.org/prek)

Math iPad Apps for Early Childhood:

- [ABC and Me](#) - The ABCs flashcards contain large font letters (and their names), phonetic pronunciations, and vivid images. Kids can click on the letter or the image to hear the corresponding audio in English. Numbers flashcards help teach the order of the numbers and counting. Each number card shows a different quantity of items preschoolers and toddlers can count.
- [ABC Magnetic Alphabet Lite](#) - Pre-reading and pre-math skills.
- [DotToDot Number Lite](#) - Number sequencing - connect the dots.

- [Kid Apps: All in 1](#) - This application to teach your young children fundamental reading, writing and math skills. Kids App has 17 different apps ranging from math games, over 800 flash cards, interactive tracing drills and more.

Mathematics Grade K2 Learning Summary:

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten will be devoted to number than to other topics. The units, also called “modules” are outlined below.

- Module 1: Numbers to 10
- Module 2: Two-Dimensional and Three-Dimensional Shapes
- Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
- Module 4: Number Pairs, Addition and Subtraction to 10
- Module 5: Numbers 10–20 and Counting to 100
- Module 6: Analyzing, Comparing, and Composing Shapes

Mathematics Grade 1 Learning Summary:

First Grade mathematics is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. The units, also called “modules” are outlined below.

- Module 1: Sums and Differences to 10
- Module 2: Introduction to Place Value Through Addition and Subtraction Within 20
- Module 3: Ordering and Comparing Length Measurements as Numbers
- Module 4: Place Value, Comparison, Addition and Subtraction to 40
- Module 5: Identifying, Composing, and Partitioning Shapes
- Module 6: Place Value, Comparison, Addition and Subtraction to 100

Mathematics Grade 2 Learning Summary:

Second Grade mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. The units, also called “modules” are outlined below.

- Module 1: Sums and Differences to 100
- Module 2: Addition and Subtraction of Length Units
- Module 3: Place Value, Counting, and Comparison of Numbers to 1000
- Module 4: Addition and Subtraction Within 200 with Word Problems to 100
- Module 5: Addition and Subtraction Within 1000 with Word Problems to 100
- Module 6: Foundations of Multiplication and Division
- Module 7: Problem Solving with Length, Money, and Data
- Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

Mathematics Grade 3 Learning Summary:

Third Grade mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. The units, also called “modules” are outlined below.

- Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
- Module 2: Place Value and Problem Solving with Units of Measure
- Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
- Module 4: Multiplication and Area
- Module 5: Fractions as Numbers on the Number Line
- Module 6: Collecting and Displaying Data
- Module 7: Geometry and Measurement Word Problems

Mathematics Grade 4 Learning Summary:

Fourth grade mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. The units, also called “modules” are outlined below.

- Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction
- Module 2: Unit Conversions and Problem Solving with Metric Measurement
- Module 3: Multi-Digit Multiplication and Division
- Module 4: Angle Measure and Plane Figures
- Module 5: Fraction Equivalence, Ordering, and Operations
- Module 6: Decimal Fractions
- Module 7: Exploring Multiplication

Mathematics Grade 5 Learning Summary:

Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. The units, also called “modules” are outlined below.

- Module 1: Place Value and Decimal Fractions
- Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
- Module 3: Addition and Subtraction of Fractions
- Module 4: Multiplication and Division of Fractions and Decimal Fractions
- Module 5: Addition and Multiplication with Volume and Area
- Module 6: Problem Solving with the Coordinate Plane

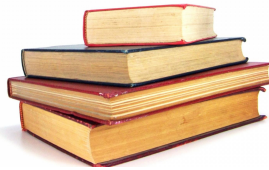
Mathematics Grade 6: CMP Learning Summary:

Sixth grade students engage in the CMP (Connected Mathematics Project) curriculum. Fundamental features of the CMP program include a focus on big ideas and the connections among them, teaching through student-centered exploration of mathematically rich problems, and using continuous assessment to inform instruction. The Focus Questions below are documents that contain all of the Goals, Focus Questions, and Mathematical Reflections in a two-page format for each unit. The Goals of the unit describe the mathematics content developed in the unit. The Focus Question documents can serve as an overview of the mathematics in a Grade or Unit and as a guide for planning, teaching and assessing the Unit.

View all of [Grade 6 Focus Questions](#) or select a specific unit below.

- [6-1 Prime Time](#)
- [6-2 Comparing Bits and Pieces](#)
- [6-3 Let's Be Rational](#)
- [6-4 Covering and Surrounding](#)
- [6-5 Decimal Ops](#)
- [6-6 Variables and Patterns](#)
- [6-7 Data About Us](#)

ELA / Literacy



Guided Reading K-6:

All curriculum specific books are available to borrow virtually for free, [here](#).

All teachers K-6 are expected to have a designated time each day to implement small-group Guided Reading. A recommended time for this is included in the master schedule. Additionally, all teachers K-5 are expected to have an independent and leveled library (online and in-classroom) available for students to access. This can be in the form of individual, leveled student book bags (in classrooms), or an online site where books can be located by student or level.

Teaching teams can choose to hold guided reading groups as homerooms, or to share students across classrooms and grade levels, schedule permitting. Students' independent and instructional reading levels will be formally assessed at the beginning, middle and end of each academic year using the F&P and MAP assessments, in addition to the completion of running records / individual student data.

Guided Reading Resources:

- See an example of 3-Days worth of Guided Reading Lesson Plans [here](#).
- 5 Ways a Running Record Informs Guided Reading Instruction: [here](#).
- 4 Practical Steps to Running Guided Reading Remotely: [here](#)
- Remote Learning Literacy Recommendations from Fountas & Pinnell: [here](#)
- **Look up a book's Lexile Level here: <https://hub.lexile.com/find-a-book/search>**

Reference Chart: Text Lexile Levels for Beginning & End of Year:

Grade	Beginning of Year	End of Year
K*	BR40L**	230L
1	190L	530L
2	420L	650L
3	520L	820L
4	740L	940L
5	830L	1010L
6	925L	1070L

English Language Arts Grades K-2:

All curriculum specific books are available to borrow virtually for free, [here](#).

Focus on Pre-K:

Focus on Pre-K is Boston Public Schools' nationally acclaimed curriculum for three and four-year olds. The integrated curriculum follows a scope and sequence of skill and conceptual development across content areas. Focus on Pre-K is implemented in over 200 district and community-based classrooms. [Research](#) has identified Focus as one of the strongest, most consistently proven interventions for closing the achievement gap. Click here to watch the [Focus on Pre-K video introduction](#), [Focus in action](#), and [interviews with Focus teachers](#).

Focus on K2:

Kindergarten students learn through our Focus on K2 curriculum. In the BPS, we use the term K2 instead of kindergarten, referring to our five-year-old students. Focus on K2 was written to help teachers promote children's creativity and their abilities to collaborate, communicate and think critically. It was written to develop essential literacy and numeracy skills, connect children with their city, and give our K2 students the adventure in learning they deserve.

- [Guiding documents](#)
 - [Video overview of Focus on K2](#)
 - [Additional video exemplars](#)
 - Note: A remote version of Focus KO-2nd will be shared with teachers by the Early Childhood Department.
-

Focus on First:

In the revised Focus on First (Fo1) curriculum, children and teachers work together to develop understandings and communicate meaningfully through various media across six broad topics. Focus on First is designed to take advantage of, build upon, and expand children's established understandings and skills. With text at the core of classroom experiences, children ask questions about the world around them and consolidate ideas about their place in it as learners and contributors.

- [Design and Structure](#)
 - [What's new in Focus on First?](#)
 - [Full Introductory Documents](#)
 - [Resources for BPS Teachers](#): Photos, Teacher-Created Resources, and PD (BPS only)
 - Note: A remote version of Focus KO-2nd will be shared with teachers by the Early Childhood Department.
-

Focus on Second: *Find Free Online Access to Grade 2 Books [Here](#)*

In the second grade Focus on Second (Fo2) curriculum, students are guided by their teachers to deeply analyze meaningful topics. Fo2 structures opportunities for children and adults to work together to analyze texts, ideas, images, structures, works of art, and words. Students investigate Science and Engineering topics, consider stories of history and community, and experiment with new and familiar materials to communicate powerful ideas through multidimensional projects. Please note - for full access to these resources you need to have logged into a BPS email account.

- [Design and structure](#)
- [Guiding documents](#)
- [Video exemplars](#)

English Language Arts Grades 3-6:

Most curriculum specific books are available to borrow virtually for free, [here](#).

Grade Level	Priority Standards	Grade Level	Priority Standards
Third Grade	RI/RL 3.1, RI/RL 3.4, RI/RL 3.9, RF 3.1, 3.2, 3.3, 3.4 L 3.4, 3.5, 3.6 SL 3.1 W 3.8, 3.9	Fifth Grade	RI/RL 5.1, RI/RL 5.4, RI/RL 5.9 L 5.4, 5.5, 5.6 SL 5.1 W 5.8, 5.9
Fourth Grade	RI/RL 4.1, RI/RL 4.4, RI/RL 4.9 L 4.4, 4.5, 4.6 SL 4.1 W 4.8, 4.9	Sixth Grade	RI/RL 6.1, RI/RL 6.4, RI/RL 6.9, L 6.4, 6.5, 6.6 SL 6.1 W 6.8, 6.9

A Note on Priority Standards: All standards should be addressed over the course of the year. The priority standards are standards that research indicates are critical in supporting college and career readiness and require sufficient practice in order to acquire. Emphasis will be given to these standards.

Grade 3 ELA:

- Through the Match Fishtank curriculum and additional supplemental resources, students explore the overarching themes of courage and friendship by reading a variety of culturally relevant and diverse texts. Over the course of the year, students will explore what it means to be a true friend, how friendships evolve and strengthen through conflict, and the ways in which friendships can influence our actions. Students will also grapple with what it means to show courage, what types of situations call for courage, and how an act of courage can affect others.

Sample of Grade 3 Texts: *Click the links below to access free online versions of the texts:*

- ✓ [The Twits](#) by Roald Dahl (Puffin Books, 2007) – 750L
[The Enormous Crocodile](#) by Roald Dahl (Turtleback Books; Bound for Schools & Libraries ed. Edition, 2002) – 600L
[Tales of Uncle Remus: The Adventures of Brer Rabbit](#) by Julius Lester (Puffin Books, 2006) – 760L
- ✓ [Tales Our Abuelitas Told, A Hispanic Folktale Collection](#) by F. Isabel Campoy and Alma Flora Ada
[Her Stories, African American Folktales, Fairy Tales, and True Tales](#)
[The Hundred Dresses](#) by Eleanor Estes (HMH Books for Young Readers, 2004) – 870L
[Garvey's Choice](#) by Nikki Grimes (WordSong, 2016) – 620L **not available free online**

Grade 4 ELA:

- Through the Match Fishtank curriculum and additional supplemental resources, students explore how people form identities, values, and beliefs and how those beliefs and values influence a person's behavior by reading a variety of culturally relevant and diverse texts.

Sample of Grade 4 Texts: *Click the links below to access free online versions of the texts:*

- ✓ [Shiloh](#) by Phyllis Reynolds Naylor – 890L **Bookshare App Only**

- ✓ [Where the Mountain Meets the Moon](#) by Grace Lin – 810L **not available free online**
 - ✓ [The Wild Book](#) by Margarita Engle – 1050L **Bookshare App Only**
 - [I am Arachne: Fifteen Greek and Roman Myths](#) by Elizabeth Spires (Square Fish, 2009)
 - [The McElderry Book of Greek Myths](#) by Eric A. Kimmel (Margaret K. McElderry Books)
 - [Echo Echo: Reverso Poems about Greek Myths](#) by Marilyn Singer – 670L **Bookshare App Only**
 - [Joey Pigza Swallowed the Key](#) by Jack Gantos (Square Fish, 2014) – 890L **Bookshare App Only**
-

Grade 5 ELA:

- Through the Match Fishtank curriculum and additional supplemental resources, students explore the different factors that can both positively and negatively influence a community as they read and analyze a set of carefully selected, culturally relevant texts. Over the course of the year students see how war, immigration, civil rights, and poverty both shape and inspire individuals and the communities in which they live.

Sample of Grade 5 Texts: *Click the links below to access free online versions of the texts:*

- ✓ [Seedfolks](#) by Paul Fleischman (Harper Trophy, 2004) – 710L **Bookshare App Only**
 - ✓ [The Breadwinner](#) by Deborah Ellis (Groundwood Books, 2015) – 710L
 - ✓ [Return to Sender](#) by Julia Alvarez (Yearling, 2010) – 890L **Bookshare App Only**
 - [Julie of the Wolves](#) by Jean Craighead George (HarperCollins; First Edition edition, 2016) (pp. 5–25)–860L
 - [Endangered](#) by Eliot Schrefer (Scholastic Paperbacks; Reprint edition, 2014) (pp. 76–83, 90–95, 98–103)
 - [Hatchet](#) by Gary Paulsen (Simon & Schuster Books for Young Readers, 2006) (pp. 113–120, 161–170) –1020L
 - [One Crazy Summer](#) by Rita Williams–Garcia (HarperCollins Publishers, 2011) – 750L
-

Grade 6 ELA:

- Through the Match Fishtank curriculum and additional supplemental resources, students explore the topic of “coming of age.” They read texts that feature protagonists from diverse backgrounds, places, and time periods, all of whom face significant challenges as they struggle to define their identities and claim their place in the world.

Sample of Grade 6 Texts: *Click the links below to access free online versions of the texts:*

- ✓ [The Watsons Go to Birmingham—1963](#) by Christopher Paul Curtis (Yearling, 1997) – 920L
- ✓ [The Giver](#) by Lois Lowry (HMH Books for Young Readers, 1993) – 760L
- ✓ [The Outsiders](#) by S.E. Hinton (Speak, 2006) – 750L
- [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown (**not available online**)
- [Refugee](#) by Alan Gratz (Scholastic, Inc., 2017) – 800L **Bookshare App Only**

History / Social Studies:



Overview of Social Studies K-6

In addition to utilizing BPS history and social studies curriculum, students in grades K-6 will receive supplemental history / social studies content through [“Open Social Studies.”](#) formerly called “Understanding Our World.” This literacy-focused curriculum leverages the richness of social studies content to help students learn to read, write, and think critically while exploring the past and present world around them.

Moreover, it aims to make every single lesson culturally relevant, connecting to the racial, ethnic, gender, class, language, and immigration experience of the increasingly diverse United States. Students in grades 5 & 6 will receive social studies daily as a core-content class. Grades 5 & 6 incorporate the use of the PBS Curriculum, “Inspiring Middle School Literacy,” in addition to “Open Social Studies” and the book: [“A Young People’s History of the United States.”](#) by Howard Zinn.

Grades K-2 Curriculum:

- Social studies standards are addressed within the Focus curricula
- Supplemented with [Open Social Studies](#).

Grade 3 Curriculum:

- The Massachusetts Story curriculum
- Supplemented with [Open Social Studies](#).
- Grade 3 [Digital Resources](#)

Grade 3-4 Curriculum:

- The Social Studies Alive – Regions of Our Country curriculum
- Supplemented with [Open Social Studies](#).

Grades 5-6 Curriculum: *Click the links below to access free online versions of the texts:*

- PBS [Inspiring Middle School Literacy](#), s
- Supplemented with [Open Social Studies](#)
- Grades 5 & 6 also use the book: [“A Young People’s History of the United States.”](#) by Howard Zinn.
Available free online using Bookshare App

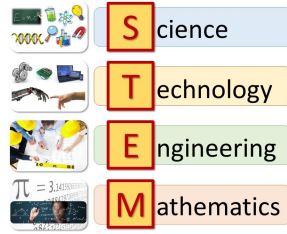
Social Studies Resources:

- [Introduction to Elementary Social Studies slides](#)
- [BPS Implementation Guide](#)
- [K-12 standards and instructional practices for history and social studies](#)
- [BPS History Website](#)
- [BPS Place-Based Social Studies Learning Resources](#)
- [BPS Civic Education Resources](#)
- [Resources for Supporting Immigrant Students and Families](#)

Overview of Social Studies Topics K-6

Pre K	<p>Building a Foundation for Living, Learning, and Working Together Students are introduced to four major fields of social studies: civics (respecting one another, cooperating, and obeying rules); geography (understanding the connections between places and people); history (recalling personal experiences); and economics (understanding working, earning money, and buying things).</p>
K	<p>Many Roles in Living, Learning, and Working Together Students continue their introduction to the four major fields of social studies: civics(classroom democracy), geography (local geography), history (the histories of United States and community traditions), and economics (working, earning money, and buying things).</p>
1	<p>Leadership, Cooperation, Unity, and Diversity Students learn about leadership on many levels, the meaning of citizenship, reading and making a range of map types. They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services.</p>
2	<p>Global Geography: Places and Peoples, Culture, and Resources Students learn about global geography, looking at reasons why people settle in particular places, why they migrate, how they bring culture with them, and how they earn a living, exchange goods and services, and save for the future.</p>
3	<p>Massachusetts, Home to Many Different People Students study Massachusetts and New England, beginning with their own city or town. They explore current day local government as a basis for understanding the historical content that follows later in the year. They also study interactions of Native Peoples and European explorers and settlers and the Massachusetts people who led the American Revolution. The standards introduce students to primary sources such as the founding documents of Massachusetts and United States to inform discussion about ideas on self-government.</p>
4	<p>North American Geography and Peoples Students learn about North America (Canada, Mexico, and the United States) and its peoples from a geographic perspective. They learn about ancient civilizations on the continent, early European exploration and expand map reading and mapmaking skills and approaches to geographic reasoning introduced in grades 2 and 3, applying concepts of how geography affects human settlement and resource use, and how the United States grew from its original 13 colonies to a nation of 50 states and 16 territories.</p>
5	<p>United States History to the Civil War and the Modern Civil Rights Movement (c.1650-1865 and the Civil Rights Movement of the mid-20th century) Building on their knowledge of North American geography and peoples, students learn about the history of the colonies, the Revolution, the development of the Constitution and early Republic,the expansion of the United States, sectional conflicts over slavery that led to the Civil War, the Civil Rights Movement of the 20th century and how it served as a model for other movements for civil rights.</p>
6	<p>Grades 6: World Geography and Ancient Civilizations Sixth grade students examine how the perspectives of political science, economics, geography, history, and archaeology apply to the study of regions and countries. They study the development of prehistoric societies and then focus on area studies of Western Asia, the Middle East, North Africa, Sub-Saharan Africa, and Central America, the Caribbean Islands, and South America.</p>

Science /STEM:



Science Overview: Grades K-6

- Massachusetts is facing a serious problem: The science and technical education of our children. Of the 130,000 open tech jobs in Massachusetts, 60% of employers have unfilled positions, and in the next decade, nearly all of the fastest growing occupations in MA will require a strong background in **science, technology, engineering and math** (STEM). At the Hale, we believe that all of our students can and *must* achieve at high levels, and in our increasingly digital world, it is necessary for students to develop critical thinking, collaboration, literacy *and* STEM skills that prepare them for future success. Students and teachers must know how to use modern instructional technology with purpose, skill and critical thought.
- As we expand to a K-6 elementary school in September 2020, students will be exposed to increasingly rigorous academic instruction, meaningful enrichment, and daily STEM opportunities embedded within core-content instruction and through new enrichment and specialist classes. Fifth *and* sixth graders will receive daily instruction in science, social studies, mathematics and literacy using 1-1 laptops, Google Classroom and adaptive, creative software.
- In K-6, students will participate in STEM specialist classes that provide students with the skills needed to research, evaluate, design and present digital information. As students rise from grade-to-grade, they will be exposed to advancing Google Apps, Coding, digital music production, video and photo editing, engineering and graphic design. Lessons will be designed to connect to their interests and identities, while building critical thinking and collaboration skills that provide them with the knowledge and confidence to act as leaders in our increasingly digital world.
- This year in an effort to support equitable access to high quality standards, BPS has aligned science instructional materials district wide to create a common sequence of units for grades K 2-8. The Focus on K1 -Grade 2 curricula embeds science content and standards that align to the [FOSS science curriculum](#).

Science Apps Available in Students' Clever Backpacks:

- FOSS Web
- Defined STEM
- PhET Simulations
- Celebrate Urban Birds
- Carolina Science Online

Science Units & Distribution Schedule			
GRADE	FALL Sept 8–Nov 20	WINTER Dec 7–March 8	SPRING March 15– June 7
K2	FOSS Next Generation Animals 2X2	FOSS Next Generation Materials & Motion	
1	FOSS Next Generation Air & Weather	FOSS Next Generation Plants & Animals	FOSS Next Generation Sound & Light
2	FOSS Next Generation Pebbles, Sand, & Silt	STC Solids & Liquids	FOSS 2nd Edition Insects
3	FOSS Next Generation Water & Climate	STC Motion & Magnets including Engineering	FOSS 2nd Edition Structures of Life
4	FOSS Next Generation Soils, Rocks, & Landforms	FOSS Next Generation Energy	Smithsonian How Can We Provide Energy to People's Homes?
	Geo-tech Engineering Enhancement		
5	FOSS Next Generation Earth & Sun	FOSS Next Generation Mixtures & Solutions	STC Ecosystems
6	FOSS Weather and Water (Sept. 8 – Jan. 22)		FOSS Human Systems Interactions (Feb. 1 – Jun 7.)

KEY	Blue = Physical science	Orange = Earth science	Green = Life science
	Purple = Engineering		

STEM Websites and Resources:

- [Science Spring 2020 Remote Learning Overview](#)
- [Digital Citizenship Curriculum K-6](#)
- Science teachers are encouraged to join the BPS Science Google Classroom using the code: **goncy23**
- Science resources can be found on the BPS Science Weebly: <https://bpsscience.weebly.com/>
- <https://app.definedstem.com/manager> [science, math, ELA, social studies: remote learning project based assignments]
- [DESE Prerequisite Standards K-5](#) [DESE prerequisite standards]
- <http://www.corestandards.org/> [standards]
- <https://www.matchfishtank.org/curriculum/english-language-arts/> [Match Fishtank, Sci & S.S. K-5]
- [Code.org](#): Provides learning resources that help students learn about computer science and programming on their own. Offerings include [Computer Science \(CS\) Fundamentals](#) for K-5 and online courses and labs for middle and high school (CS Express, App Lab, Game Lab, and Web Lab).
- [PhET Online Simulations](#): A library of online simulations that students can play with and explore to investigate scientific and mathematical models. Can be sorted by grade level.
- [Smithsonian Science How Webcast](#): These webcasts originally aired live from the National Museum of Natural History in Washington, D.C. They're great for students in 3-8 and are optimized for students in grades 3-5.

2020-2021 BPS Assessment Expectations

In addition to the assessments provided through the Office of Data and Accountability, educators utilize a variety of assessment tools and practices within the classroom, from curriculum-embedded assessments to exit tickets, discussion questions, student observations and performance assessments. All of these assessment experiences support teachers and students in improving student learning outcomes.

Adjustments to Assessment System due to COVID-19

As we enter SY20-21:

- We have cut the length of the interim assessments for ELA and math, allowing schools the option to choose between shorter assessments aligned to the schedule of assessed standards.
- We have eliminated, where possible, assessments that do not serve an instructional purpose (TerraNova).
- For assessments that may be given multiple times (MAP Reading Growth) we have indicated the minimum requirement for administration, so educators may determine the assessment administration schedule that will best serve their instructional needs.
- **All students** are expected to experience rigorous, standards-aligned interim assessments in ELA and math three times per year. Students in grades 3-11 may also take the science interim assessments up to three times per year.

2020-2021 Formative Assessments

Assessment	Grade	Frequency	Assessment Overview
PALS	K1	Fall, Spring	For all 4-year-old students in K1. Data from PALS must be entered into Illuminate, directions forthcoming. Optional: Winter
MAP Reading Fluency	K2-2	Fall, Winter, Spring	A computer adaptive assessment that measures oral reading fluency, foundational literacy skills such as phonological awareness and word recognition, and reading comprehension. Schools may choose to administer monthly progress monitoring assessments for some of all students. Assessment is available in English and Spanish.
MAP Reading Growth	3-11	Fall, Winter Optional: Spring	Computer adaptive universal screening tool that assess reading comprehension, identifies where a student is on a long-term trajectory of growth in reading achievement, and provides learning statements on what a student is ready to learn next. MAP Growth performance has been validated as a strong predictor of performance on Next Gen MCAS. Schools may administer two to three times per year, with students receiving more intensive intervention benefiting from more frequent screening. Assessment is available in English and Spanish.
Interim Assessments in ELA and math	2-11	Fall, Winter, Spring	A standardized assessment that is administered at intervals during the year to measure what a student knows and what concepts teachers must focus on to ensure grade-level performance. The BPS Interim Assessments utilize content developed by Cognia and Inspect, were developed by BPS educators, and are administered through the Illuminate platform. These assessments follow an established schedule of assessed standards (SAS) built in alignment with BPS curricula, and they should be administered during the identified testing windows. In SY20-21, ELA interims and math interims aligned to Investigations, CMP3 and Math 1-3 will be available in two sections (A and B) to allow for shorter test administration and greater connection classroom instruction.
Interim assessments in Science	3 - 11	Optional: up to three times	Science interim assessments are unit-based and if given, should be administered following the appropriate unit. Schools are encouraged to give at least one science interim assessment in grades 5 and 8 to expose students to a standardized assessment in science prior to taking the MCAS.

2020-2021 Summative Assessments

Summative assessments are required across grade levels. All assessments below are planned to be administered, but administration requirements may be changed due to COVID-19, and adjusted district or state policies.

Assessment	Grade	Frequency	Assessment Overview
MCAS	3 - 12	Spring	Annual assessment of grade level content standards for state and federal accountability. Grades 3 - 8: Students in grades 3 - 8 will take the ELA and Math MCAS in spring 2021. Students in grades 5 and 8 will take the Science MCAS.
ACCESS for ELLs	K2 - 12	Winter	Measures annual English language proficiency and progress in compliance with federal law.
NAEP	4, 8 (Random sample)	Winter	Measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Results are released every two years as part of the "Nation's Report Card." <i>The sample of participating schools is determined by the federal Department of Education.</i>

The goal in all assessment administration, regardless of in-person or remote assessment, will be to provide students with the most supportive assessment environment possible so that teachers can use assessment results to inform instruction and close gaps.

SY 2021 Assessment Calendar

Week of...	Report Cards	Literacy	ELA	Math	English Language Proficiency	PALS
	K2 - 2	Gr K2 - 2	Gr 2	Gr 2	Gr K2 - 2 ELs	K1
9/7	DELAY OF FIRST DAY OF SCHOOL					
9/14	DELAY OF FIRST DAY OF SCHOOL					
9/21						
9/28						
10/5						Fall Window
10/12		MAP Fluency BOY				
10/19						
10/26						
11/2						
11/9			Interim 1 (Grade 2)			
11/16						
11/23				Interim 1 (Grade 2)		
11/30	K-5 Report Cards					
12/7						
12/14						
12/21	Winter Vacation					
12/28	Winter Vacation					
1/4					ACCESS (gr. K2-12 ELs) Tentative, based on SY19-20	
1/11		MAP Fluency MOY				
1/18						
1/25						
2/1			Interim 2 (Grade 2)			
2/8						
2/15	February Vacation					
2/22				Interim 2 (Grade 2)		
3/1						
3/8						
3/15	K-5 Report Cards					
3/22						
3/29						
4/5						
4/12						
4/19	April Vacation					
4/26			Interim 3 (Grade 2)			
5/3						
5/10				Interim 3 (Grade 2)		
5/17						
5/24						Spring Window
5/31		MAP Fluency EOY				
6/7						
6/14						
6/21	K-12 Report Cards					



Volunteering at Your Student's School

- A CORI check is mandatory. Any person/s who may be interested in volunteering in the school must pass a mandatory CORI Check. You must apply online at www.bostonpublicschools.org
- **Become a classroom parent.** We are looking for volunteers to become Room Parents for all of our grade levels
- **Read to your student's class.** Come in and share your favorite story or activity with your student's classroom.
- **Work on special committees for school-wide events.** (Health and Wellness, Field Day, Family Game Nights, Holiday Celebrations, Graduations).
- **Help with fundraising projects.**
- **Host a virtual playdate for your student and a few of their classmates**

When We Are Back In-Person

- Help monitor the school-yard during arrival and recess time
- Chaperone a field trip
- Volunteer in the library

City of Boston Martin J. Walsh, Mayor
Boston School Committee
Alexandra Oliver-Dávila, Vice-Chair
Dr. Hardin Coleman
Michael O’Neill
Dr. Lorna Rivera
Jeri Robinson
Khymani James- Student Representative
Quoc Tran Boston Public Schools
Dr. Brenda Cassellius, Superintendent September 2019

Non-Discrimination Policy The Boston Public Schools, in accordance with its nondiscrimination policies, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics, or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat, or harassment that demeans individuals’ dignity or interferes with their ability to learn or work.

Guide to the Boston Public Schools for Students & Families Our Mission As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools