

# COLLEGE BOUND

## TO, THROUGH, AND BEYOND

### PRIMARY ACADEMY DETROIT EDISON PUBLIC SCHOOL ACADEMY



## DEPSA Primary Academy Announcements



Reenrollment ticket was passed out Monday,  
February 24, 2020.

Due, February 27, 2020. Even if your selection is  
"No"



Welcome back parents and students!

Mrs. Withers  
DEPSA PA Principal  
[mwithers@dpspschools.org](mailto:mwithers@dpspschools.org)

[www.detroitedisonpsa.org](http://www.detroitedisonpsa.org)



We are a  
**Nut-free, Fish-free and  
Citrus-Free school.** (This  
includes peanut butter & jelly  
sandwiches, or any chocolate  
candy bars.)

**Attendance:**



**DEPSA school hours:**

Bell Rings-7:50 am  
Tardy Bell Rings-8:05 am  
Full Day Dismissal-3:35 pm  
NO Early Pick up after 3PM

**\*Birthday celebrations are  
only on Fridays after 3pm  
NO Exceptions!**

## February

<b>MONDAY</b> 2/24	Full day of school 7:50-3:30 RR & C3 HW
<b>TUESDAY</b> 2/25	Full day of school 7:50-3:30 RR & C3 HW
<b>WEDNESDAY</b> 2/26	Full day of school 7:50-3:30 RR & C3 HW
<b>THURSDAY</b> 2/27	Full day of school 7:50-3:30 RR & C3 HW <b>Black History program</b>
<b>FRIDAY</b> 2/28	Full day of school 7:50-3:30 RR & C3 HW Due

**Reminders:**

- 2/24- Return from Break
- 2/27- Black History programs @2p.m.
- 3/4- Half of day for students/ PTC 1:30-5:30 p.m.
- 4/3- End of Quarter III.
- 4/6-4/13- Spring Break
- 4/14- Return from Break
- 4/17- Report Cards



Through our school partnership with Pizza Hut, our scholars will receive Pizza Hut Book It coupons from their teacher when they meet the following expectations:

1. 100% of class returns Read and Respond on Friday.
2. Students receive an 80% or better average on their Cycle test.
3. Students turn in their Book Club projects for the week
4. Teams reach their team goals on their team score sheets.

**\*Teachers will receive coupons on Monday.**

**Please begin passing out this week and encouraging your students to develop a love of reading!**

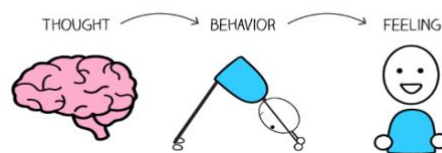
## Teacher Contacts

KINDERGARTEN	Teacher Emails	Ext.
Ms. Malloy	smalloy@npfeschools.org	1155
Ms. Davis	sdavis@npfeschools.org	1154
Mr. Clark	myronclark@npfeschools.org	1175
Ms. Kleckley	mkleckley@npfeschools.org	1176

1st GRADE	Teacher Emails	Ext.
Ms. Gates	hgates@npfeschools.org	1178
Ms. Driver	kdriver@npfeschools.org	1177
Ms. Landers	dlanders@npfeschools.org	1153

2nd GRADE	Teacher Emails	Ext.
Mrs. Fair	lfair@npfeschools.org	1180
Ms. Alexander	kalexander@npfeschools.org	1181
Ms. Kersten	ekersten@npfeschools.org	1182
Ms. Skiba	rskiba@npfeschool.org	1179

FEELINGS FOLLOW BEHAVIOR:  
YOUR KEY TO UNLOCKING NEW HABITS



## Our Behavior System:

We are excited this year to have Mr. Moore, our Student Support Specialist (SSS) on our team! Mr. Moore is providing support for both Primary Academy. We believe in supporting the whole child, and Mr. Moore will lead our initiatives involving Attendance/Tardies, the Solutions process, Restorative Practice (Classroom Support and Teacher/Student support), as well as Initial Referrals (Class A) after the Discipline Progression has been followed by the teacher

*K-2 Black History Project Rubrics listed below for reference!*

***Kinder***



1903 Wilkins St.  
Detroit, MI 48207  
Ralph C. Bland, Superintendent

January 17, 2020

***BLACK HISTORY MONTH PROJECT  
Kindergarten Paper Doll  
Project and Reflection Paper***

In order to encourage students to reflect upon Black History Month, students will be completing a social studies project worth a 28-point quiz grade.

*This is a required grade for ALL Kindergarten STUDENTS*

**Due Date February 24, 2020**

Please feel free to turn in this project early, as it will not be accepted late.

**Social Studies Standard K – H2.0.1 Distinguish among the past, present, and future.**

**PAPER DOLL PROJECT:**

Using the attached template, create a paper doll depicting an important figure in Black History. Once you are finished decorating, cut out your doll and turn it in with a brief student handwritten 1-2 sentence description.

Materials Suggested: construction paper, crayons, markers, glitter, glue, pictures, stickers

Suggested Figures (pick one below or another one of your choosing):

- Martin Luther King Jr.
- Rosa Parks
- Malcolm X
- Phillis Wheatley
- Ruby Bridges
- Frederick Douglass
- Barack Obama
- Zora Neale Hurston
- Thurgood Marshall
- Ta-Nehisi Coates
- James Baldwin
- Kehinde Wiley
- Muhammad Ali
- Sidney Poitier
- Oprah Winfrey
- Harriet Tubman
- Ella Baker
- Shirley Chisolm
- Madam CJ Walker
- W.E.B. Dubois
- Mava Angelou

## 1st Grade



<p><b>Celebration of African-American History</b>  <b>*Name of Famous African American Contributor selected by student's <u>teacher</u> *</b></p> <p>Objective: Students will learn about a specific African American who has contributed in a positive way to our <u>countries</u> history.</p> <p>LH2.0.5 Use historical records and artifacts (e.g. photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.</p> <p>LH2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>LH2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g. Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).</p>	<p><b>Points Possible:</b> 100</p> <p>Extra Credit Points Possible: 10</p> <p>(If turned in ON Monday February 24 +10 points will be given.)</p>	<p><b>Points Earned:</b> (to be completed by teacher)</p> <p><b>Total:        /100</b></p>
<p>Part # 1: Students will write 2-3 sentences per bullet describing the following information regarding the individually preselected African American Contributor:</p> <ul style="list-style-type: none"> <li>- Description of their <u>Childhood</u> (aged between 1-15)</li> <li>- Description of <u>one challenge</u> throughout his/her life</li> <li>- Description of his/her <u>contribution to society</u></li> <li>- Description of how this person has had an <u>impact on your life today</u>.</li> </ul>	<p><b>50 points</b></p>	<p><b>/50</b></p>
<p>Part # 2: Student-created illustrations, pictures from an internet source, or photographs attached to project. (choice of poster project or paper)</p>	<p><b>20 points</b></p>	<p><b>/20</b></p>
<p>Listed on Project</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title</li> <li><input type="checkbox"/> Author (Students First and Last Name)</li> <li><input type="checkbox"/> Illustrator/Photographer (Students First and Last Name)</li> <li><input type="checkbox"/> Date (of Project Completion)</li> <li><input type="checkbox"/> Teacher's Name and Classroom <u>Number</u> (Ms. Gates # 178, Ms. Driver # 177, Ms. Landers # 153)</li> </ul>	<p><b>10 points</b></p>	<p><b>/10</b></p>
<p>Rubric Signed by Parent upon Completion and ATTACHED to Project Sign Here: _____</p>	<p><b>10 points</b></p>	<p><b>/10</b></p>
<p>Submitted on Due Date: <b>Due: Monday February 24, 2020</b></p> <p><b>*Attach this form/rubric to your project!</b></p>	<p><b>10 points</b></p>	<p><b>/10</b></p>

## 2nd Grade

Name:

Date:



1903 Wilkins St.  
Detroit, MI 48207  
Ralph C. Bland, Superintendent

January 17, 2020

### ***BLACK HISTORY MONTH PROJECT 2nd Grade Historically Black College Project and Reflection Paper***

In order to encourage students to reflect upon Black History Month, students will be completing a social studies project worth a 28-point quiz grade.

*This is a required grade for ALL 2<sup>nd</sup> grade STUDENTS*

**Due Date February 24, 2020**

Please feel free to turn in this project early, as it will not be accepted late.

**Social Studies Standard 2 – G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.**

#### **HISTORICALLY BLACK COLLEGE POSTER:**

Using a standard poster board (please no foam boards), create a poster telling why your Historically Black College is important.

Include the following:

- Map with the location
- School motto
- School logo
- Cost of attendance
- Educational programs offered
- Other unique information about the college

Then write a brief 1 paragraph, student handwritten description to tell about the university you chose.

Materials Suggested: poster board, construction paper, crayons, markers, glitter, glue, pictures, stickers

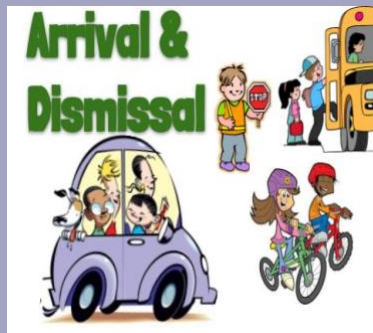
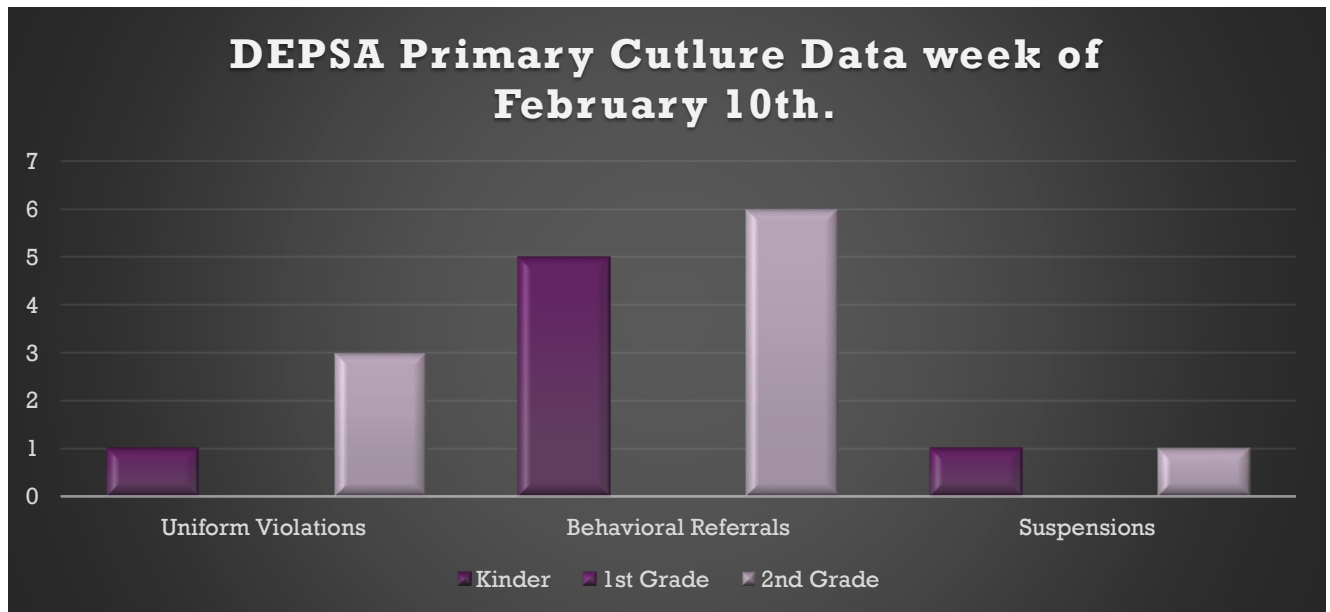
Suggested Colleges (pick one below or another one of your choosing):

- Spelman College
- Howard University
- Hampton University
- Morehouse College
- Xavier University of Louisiana
- Fisk University
- Claflin University
- North Carolina A&T University
- Florida A&M University
- North Carolina Central University
- Dillard University
- Delaware State University
- Tougaloo College
- Morgan State University
- Clark Atlanta University
- Tuskegee University
- Jackson State University
- University of Maryland-Eastern Shore
- Virginia State University
- Prairie View A&M University



DEPSA Cultural Expectations Summary

All month we will be keeping track of the expectations and cultural norms that students are supposed to know and follow. Such as school uniform procedures and appropriate behavior for the classroom. We are off to a good start with low numbers, with DEPSA having a high excellence expectation we will be looking for the numbers to decrease as the months go on! Thank you for your continuous support!



Parents, please ensure that students are dropped off at 7:50 a.m. when school starts. Students dropped off before 7:50 a.m. should be enrolled in Morning Enrichment. Students are NOT allowed to play on the playground without being supervised by an adult.

### ***Parent Tools!***

We now have a way that you can see what your child learned in class today and help with homework if needed. Please click this link and pay attention to teachers Dojos for exact lessons on which days. Thank you for your patience and support, we hope this helps!

- ▶ Here is a great link to the Kinder Vimeo Videos:  
<https://vimeo.com/channels/kchomelink>
- ▶ Here is a great link to the Reading Roots Vimeo Videos:  
<https://vimeo.com/channels/rrhomelink>



## Coach Corner:

### When Should You Start Reading Chapter Books to Your Kids?

You might be eager to make the leap from picture books to chapter books during story time with your kids — after all, you probably have favorites from your own childhood! It's a good idea: Reading chapter books aloud to your child introduces them to equally enriching yet more complex storytelling that helps develop inferential reading skills. You can start reading early chapter books as soon as preschool, says Karen Baicker, publisher for family and community engagement at Scholastic.

“You are building listening skills and the awareness of an arc of storytelling,” says Baicker. “Introducing chapter books will also excite young children who have seen their older siblings reading them.” However, here are four things to keep in mind as you make the transition.

#### **1. Consider age-appropriateness in more than one way.**

It's not just about watching out for language or violence. For instance, unless your child is in third grade or above, you should probably wait on a series like Harry Potter.

“A lot of parents want to jump right into the Harry Potter books when their kids are in first or second grade,” says reading specialist Brooke MacKenzie. “But I would wait, unless your child has a really strong ability to visualize, because it's such an intricate fantasy world.”

MacKenzie recommends chapter books targeted at early readers instead. Branches books are great for this, because they're specifically designed to help kids transition from picture books to chapter books.

For slightly older children, you can't go wrong with classics like *James and the Giant Peach* and *Harriet the Spy*. Here are 25 more timeless chapter books every kid should read at least once.

#### **2. Don't pack up the picture books completely.**

Since young children are used to picture books and still rely on images to help them visualize the story, don't make the transition to chapter books too quickly. “With students in first and second grade, it's important to continue reading picture books as well, even though they're becoming more independent readers,” says MacKenzie.

When you *are* reading a chapter book, help your child create an image in their minds based on the words. “Stop and ask them what they picture something looked like, and model using your own imagination,” says Baicker.

#### **3. Make it interactive.**

Just like you would for picture books, have conversations with your child about the plot and characters, and encourage them to make predictions about what will happen next.

MacKenzie also suggests vocalizing your own thoughts about the story (such as “Hmm, I wonder what he's nervous about?”) to model the think-aloud process. This will help deepen their reading comprehension and engagement in the story.

#### **4. Read aloud to your kids as they grow older!**

“Parents often want kids to transition to reading to themselves as they become more independent readers, particularly in third grade,” says MacKenzie. “But it's still important to read to the child, because it exposes them to books, they might not be able to read or comprehend on their own.”



## PBIS:

Thank you for supporting our PBIS Celebration for our students!  
 PBIS stands for positive behavior intervention support. This is our behavior support system here at DEPSA where students have rules, rewards, and consequences. When students follow all of their classroom procedures and school rules, teachers and staff may give them points on Class Dojo. When students earn enough points, they may get rewarded at the end of the month with class parties or other rewards for good behavior.

100 points: Attend PBIS party

80 points: Free Dress

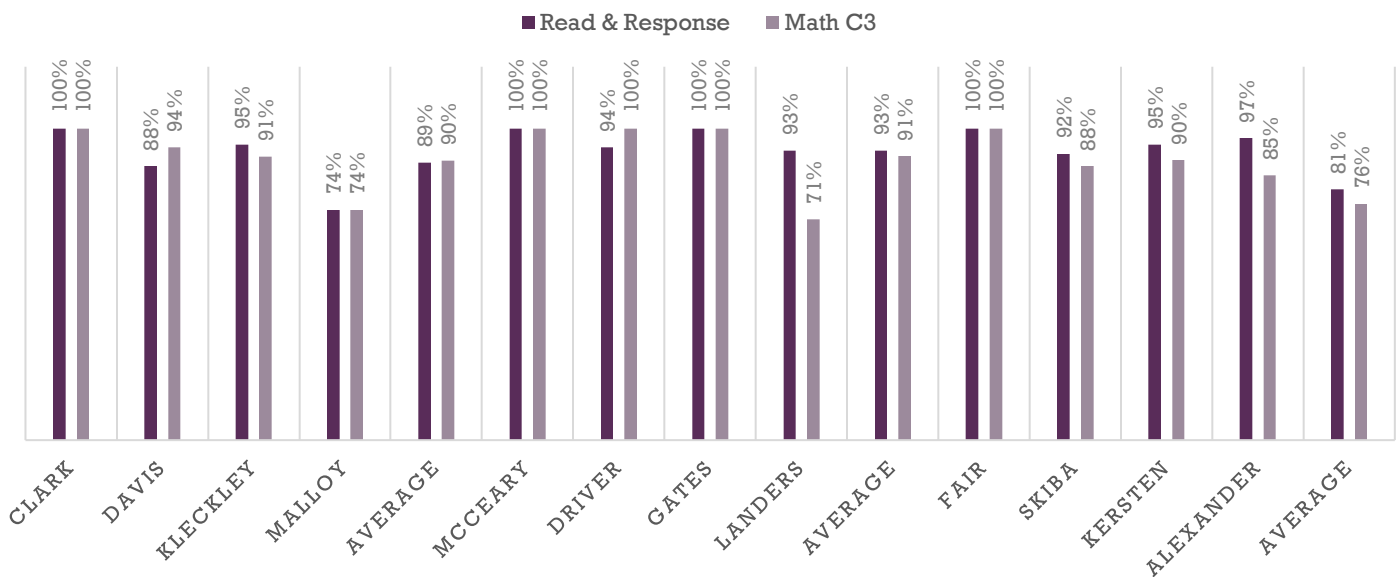
- Next PBIS Party: Friday, February 28, 2019

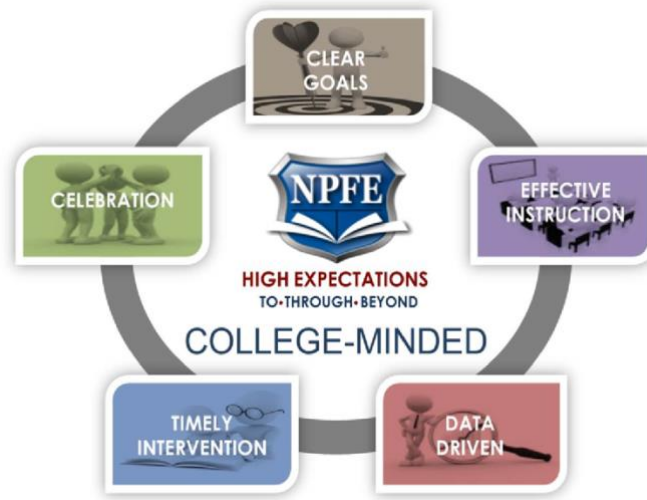
## Read & Respond and C3 Homework

The expectation is for students to complete homework every night and to return every day for teacher feedback. Please make and take the time now to push students on expectations with quality of work and accountability with turning in every day. The goal is for each class to attain a 95% return rate on homework at the end of the week. C3s will start this week. Here are the results of last week's Read and Respond homework!

**Read & Response 100%:** Ms. McCeary, Mr. Clark, Ms. Gates, and Mrs. Fair!  
**C3 100%:** Mr. Clark, Ms. Driver, Ms. Gates, and Mrs. Fair!

## READ & RESPOND HOMEWORK RESULTS 2.14.20





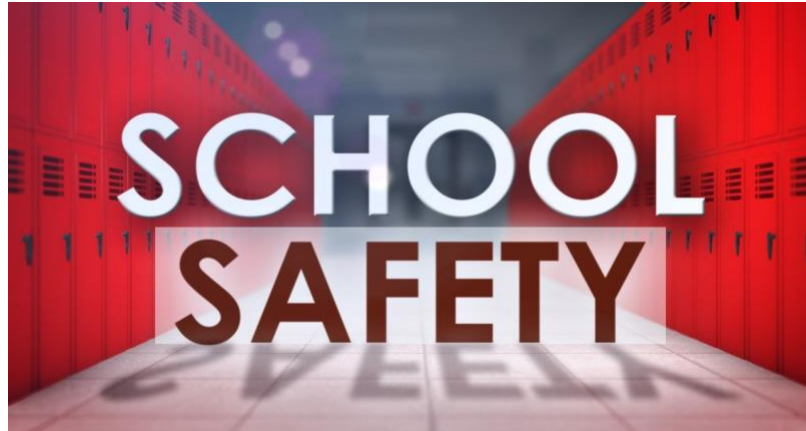
**New Paradigm for Education Instructional Priorities**



**Priority #1:** Scaffold evidence-based questions (responses) that translate into discussion and writing - all driving toward key understanding.

**Priority #2:** Integrate reading, writing, discussion...in all content areas...to provide cohesive instruction and opportunities for productive struggle.

**Priority #3:** Study and deeply understand coherence within and across grade-level standards to effectively connect new learning to students' prior skills and knowledge.



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October 30, 2018

Dear Parent/Guardian:

The Wayne County Prosecutor's Office is encouraging all parents/guardians to have a conversation with your school-age children regarding an issue that has become all too prevalent, namely **threats to commit school violence**.


As periodic school shootings have become an unfortunate reality across the country, these incidents are naturally publicized in the news and social media. Experience has taught us that the publicity of these school shooting events often prompts a small subset of students to make similar type threats against their schools, teachers, and/or fellow classmates. In many of these cases, the student who made the threat tells investigators that they were "just joking" and seem genuinely shocked by how serious the consequences are for making the threat. Often they make the threat thinking that it is not a big deal as long as they did not plan to actually carry it out. Michigan law, however, makes it a crime to make a threat, **even if the person making the threat did not have the intent or the capability of actually carrying it out.**

When a threat is made we cannot immediately know whether the threat is a serious threat, or whether the threat is meant to be a so-called prank. Therefore, we in the law enforcement community **must take seriously every threat**, because to **not do so** would be to put your child at risk and the community at risk, and we simply cannot take that chance. My office takes these cases extremely seriously, not only because of the need to keep your child and the community safe, but also because of the disruption of the school environment and the significant expenditure of resources by the school and by law enforcement that even a "prank" threat causes.

Page 2  
October 30, 2018

Please talk with your children. Help them understand that their words can have lifelong consequences. Students can be charged criminally with crimes such as False Threat of Terrorism or Threat of Terrorism. Both of these charges are **felonies** that carry a sentence of up to 20 years in prison for an adult. It is worth noting that many seniors in high school are already 17 or older, which legally makes them an adult in the state of Michigan. In addition to the potential legal consequences, such charges may: affect a student's ability to get federal financial aid for college; cause them to lose college scholarships; cause them to be denied college admission; and result in them having to disclose pending cases or criminal convictions on job applications.

Thank you for taking the time to read this letter and for working with my office to keep your children and our community safe.

Sincerely,  
  
Kym L. Worthy  
Wayne County Prosecutor



# SPOTLIGHT

## Coaches Corner

### COLLEGE-READINESS

- Be prepared
- Complete ALL work
- Turn in homework
- Be organized and give 100% everyday!

### History of the Day



Born **James Mercer Langston Hughes** in Joplin, Missouri, on February 1, 1902, the young boy moved around throughout his early years growing up with his maternal grandmother after his parents' divorce. When she passed away, he went to live with his mom in Cleveland, where he began to write poetry.

After spending a year in Mexico with his dad, he enrolled at Columbia University in New York City in 1921 and became a leading voice of **the Harlem Renaissance movement**.

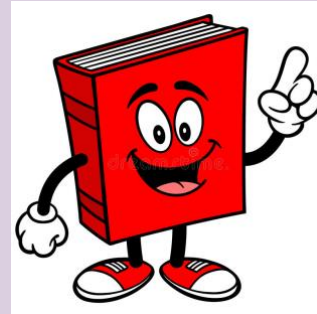
**Born:** February 1, 1902

**Died:** May 22, 1967

**65 years old**

### Coach Corner:

*This week the coach corner is on another page about some great tips for parents to help students with reading.*



### Main Office visits:

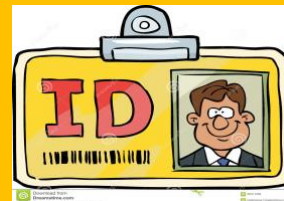
- All Parents/Guardians **MUST** get a **DEPSA Parent I.D.** at the Main Office.
- Make sure you complete your child's **Emergency Card form** (purple sheet).
- Please sign up for **I-CHAT** regarding interests for parent volunteers, field trips, events and other school activities.
- Early dismissals cut off time is 3pm.
- Please send lunches with your student in the morning. Main office delivery is for **emergency only**.

## REMINDERS!

### SIBLING PICK UP:

Parents, if your student has a sibling at the high school, we do offer sibling pickup. Please fill out a sibling pickup form at the main office and turn it in to your student's teacher. If you choose for your student to participate in sibling pickup, they will be walked over to a designated meeting spot at the high school at dismissal, where they can meet their high school sibling/s and their parent for pickup. We have started, if you would like your student to join, turn in forms ASAP.

Please remember to get your Parent I.D. Parents cannot enter the building without a Parent I.D. Parents may take pictures for I.D. and pick them up between 2:00-3:30pm, Monday- Friday.



**"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."**

**Malcolm X**