

## SCHOOL PLEDGE

Right now, today, this very moment,  
I am capable of giving myself,  
the gift of absolute self-assurance,  
self-belief, and powerful non-stop confidence in myself.

**I AM COLLEGE BOUND!**



DETROIT EDISON PUBLIC SCHOOL ACADEMY

primary

**“TO THROUGH AND BEYOND COLLEGE”**



Dear Parents:

As you all may know Governor Whitmer has ordered that students will not come back to school for the rest of the school year. However, she still wants our students to have an education, so we are very much still doing our online learning. We are sure you have questions about how your children will be moved to the next grade level. When that information is released, we will send it out to you. We appreciate your patience and constant support as we adjust to our online learning profile. If you have any tech issues or questions, please email the highlighted email below. Thank you and have a great week!

**NPFE Email:**

Please contact [support@npfeschools.zendesk.com](mailto:support@npfeschools.zendesk.com) with any issues with your child's issue.

Be healthy and safe,  
Primary Academy



DATE	ANNOUNCEMENT
Tues April 14th	Breakfast and Lunch pickup 11:00-1:00
Thurs April 16th	Breakfast and Lunch pickup 11:00-1:00
Mon April 13th	Quarter 4 begins: All graded assignments will be from online work for Quarter 4

**Staff New office hours:**  
Starting Monday, April 13, 2020!

- Monday – Thursday 9am- Noon;  
3:30p.m.- 4:30p.m.

## Re- Enrollment Status

Hello parents, as of 4/9/20 I am proud to announce we have heard back from all families, when it comes to our student's re- enrollment status! Thank you for your continuous support in making this happen!

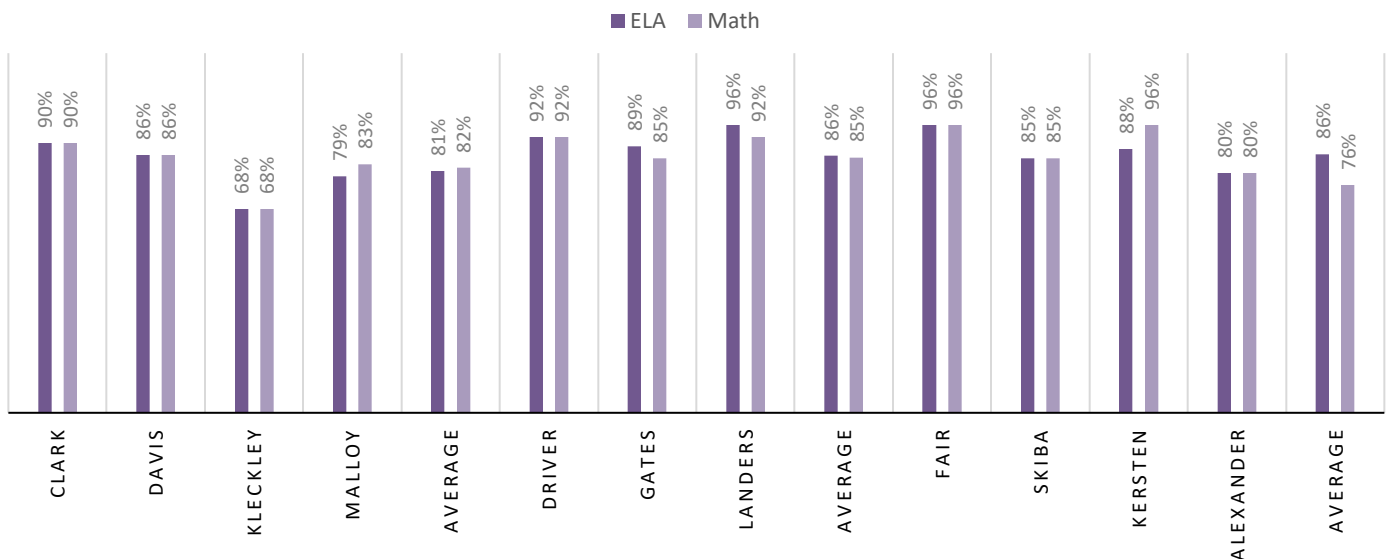
Grade	Count	Percentage
<b>Pre- K</b>	<b>61/68</b>	<b>89%</b>
<b>Kindergarten</b>	<b>91/92</b>	<b>98%</b>
<b>1st Grade</b>	<b>80/80</b>	<b>100%</b>
<b>2nd Grade</b>	<b>100/100</b>	<b>100%</b>
<b>Primary Academy:</b>	<b>332/340</b>	<b>97%</b>

## ELA and Math Submissions

The expectation is for students to complete online work every day and submit 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. Here are the results of last week's submissions!

- All submissions are due every Thursday, please submit in a timely manner!

### ELA AND MATH ONLINE RESULTS 4.10.20



## This Week's Coach Corner

### Kids and social media: Online safety tips every parent should know

As connected as kids are today, it can be a full-time job for parents to know everything they're doing online.

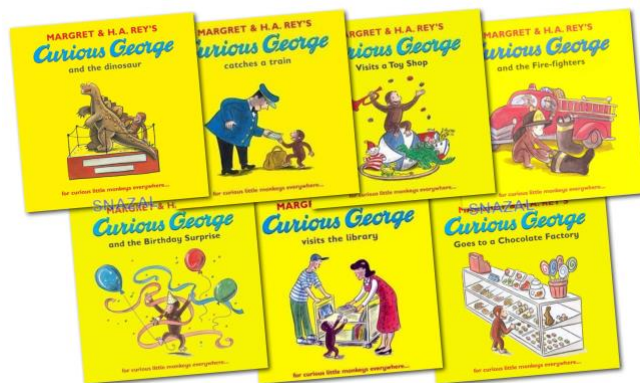
Many kids may seem comfortable with technology and the internet, but you might forget that they're still learning and may not be prepared to spot the risks and pitfalls of being constantly connected — especially when it comes to social media.

Here are some helpful tips so you and your children can enjoy social media more safely.

1. **Educate yourself about social media.** Start by finding out what kind of apps and sites your child is interested in. Read app reviews, age limits, and fine print.
2. **Get a head start.** If you don't have an account on the social media site your child wants to use, get one. Teach yourself the ins and outs of the site. Make sure you know exactly what they can and cannot do, and decide what they should and shouldn't do.
3. **Teach your kid about posting on sites.** Deleting a post does not mean it's permanently gone. All their online posts, comments, likes, and shares are a part of their digital footprint. Posting inappropriate content could impact their online reputation. It may not seem like a big deal now, but it could potentially hurt them when they get older and enter college or the job market.
4. **Let your kids know the importance of privacy.** Many social media sites request names, dates of birth, school names, and hometown. Teach your children how much personal information is too much information online. And remember that these types of personally identifying information, if exposed in a data breach, could make them vulnerable to identity theft.

*Dive into a good book!*

# BOOK of the week



## *14 fun family games!*

Try to do some of these games at home with your student, after working in google classroom of course!

- Play an old school game of spoons!
- Play Simon Says.
- Play a guessing game: put an assortment of items on a tray, everyone tries to memorize the items. Everyone closes their eyes then one person removes a few items and players try to guess what was removed. I even have tons more memory games ideas.
- Everyone has a deck of cards. Try one of these 40 games to play with cards!
- Do you have an overflow of paper cups? Divide into teams and see who can make the highest tower without it falling over.
- Set up dominoes to make a domino run!
- Play simple Minute To Win It style games.
- Pull out a 1000-piece puzzle. If you have room, set up several puzzles for different skill levels.

- Play Mad Libs! My kids and I like to play this at the dinner table.
- Start a drawing game. One person starts by drawing a shape on a piece of paper and passing it to the next player, who adds to it. Keeping passing around the drawing until everyone has a turn (*if it's a large group*), or for a predetermined number of times (*if it's a small group*). This can be played with as many players as you wish.
- Play hide and seek. It's not just for kids! Kids love to find the grown-ups!
- Try a pencil and paper game, like Dots and Boxes.
- Play hot potato.

**Need Wifi service?**  
**Check out the resources below!**



- [Comcast Internet Essentials](#) (IE) program. Comcast is providing 2 months of IE for free. Click the Link for More information.
- [Access from AT&T program](#). AT&T is providing 2 months of IE for free. Click the Link for More information.



Stay connected to New Paradigm on Twitter! Learn up to date information on our school by connecting on Twitter @NPFENetwork

# PARENT MEETING

Wanna keep learning about the online world? ;-)

Join us for a virtual parent meeting

Friday, April 24th

9:00 AM or 3:00 PM

Please join my meeting from your computer, tablet or smartphone.

<https://www.gotomeet.me/TamaraCollins>

You can also dial in using your phone.

United States: +1 (408) 650-3123

Access Code: 406-972-589

New to GoToMeeting? Get the app now and be ready when your first meeting starts:

<https://global.gotomeeting.com/install/406972589>



## ATTENTION DETROIT FAMILIES

# FOOD DISTRIBUTION WILL CONTINUE

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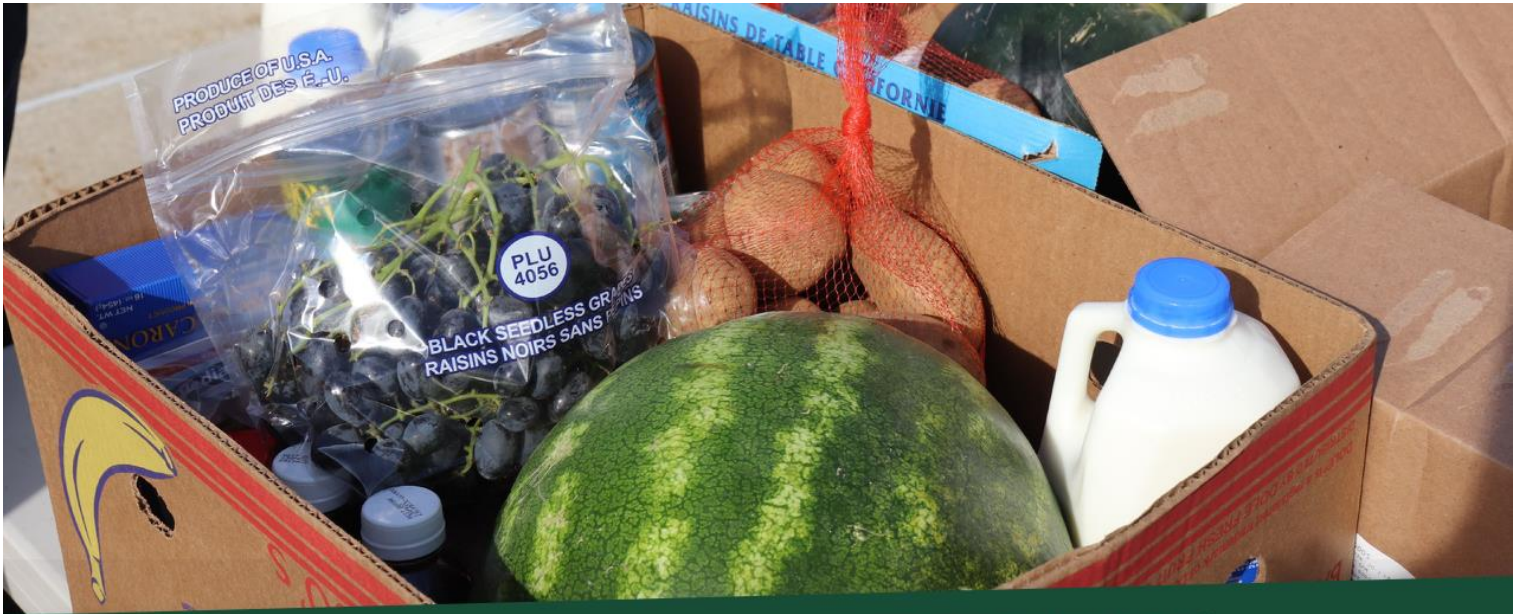
We are committed to continue to serve the children of our community through this challenging time. **Food will be available for drive up pickup at all of our locations on Tuesdays & Thursdays. Meals are for ANY youth up to age 18 and young adults with special needs up to age 26.**

Detroit Edison Public School Academy (DEPSA) - 1903 Wilkins; 48207  
New Paradigm College Prep - 4001 29th St.; 48210  
New Paradigm Glazer Academy - 2001 LaBelle St.; 48238  
New Paradigm Loving Academy - 1000 Lynn St.; 48211  
University Yes Academy - 14669 Curtis St.; 48235

**UPDATED SCHEDULE**  
**Tuesdays & Thursdays**  
**11AM-2PM**



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## FREE FOOD DISTRIBUTION *for households with children*



### HELPING OUR COMMUNITY DURING URGENT TIMES OF NEED

- Households with children who are in need of food are encouraged to attend our upcoming drive-thru food distribution sponsored by Gleaners Community Food Bank.
- Please *stay in your vehicle* to limit exposure. Please arrive with an empty trunk. Groceries will be placed into your trunk.
- Guests without vehicles are welcome to walk up, while maintaining six feet of social distancing, and should be prepared to carry 20-30 pounds or have a cart.

Together with Gleaners Community Food Bank, we are taking all necessary precautions to distribute food safely.



*This institution is an equal opportunity provider.*



# MEALS FOR KIDS

## YMCA OF METROPOLITAN DETROIT

The YMCA of Metropolitan Detroit — in partnership with the Michigan Department of Education — will support our communities efforts to provide healthy meals for youth up to age 18 & up young adults with special needs up to age 26.

Simply pull up your vehicle during the designated time. Children do not need to be present. Parents & youth may receive up to 4 meals per child, depending on availability.



### **BIRMINGHAM FAMILY YMCA**

400 E Lincoln St, Birmingham, 48009

- Mon. Wed. & Fri: 1:00-1:30pm

### **BOLL FAMILY YMCA**

1401 Broadway, Detroit, MI 48226

- Mon. Wed. & Fri: 2:15-2:45pm

### **BRIGHTMOOR ARTISANS**

22735 Fenkell Avc, Detroit, 48223

- Tues. Thurs. & Fri: 1:30-2:00pm

### **CENTER FOR SUCCESS**

1600 E. Grand Blvd, Detroit, 48211

- Tues. Thurs. & Fri: 12:30-1:00pm

### **DETROIT RIVERFRONT CONSERVANCY**

Cullen Plaza 1340 Atwater Detroit, 4820

- Tues. Thurs. & Fri: 1:30-2:00pm

### **DOWNRIVER FAMILY YMCA**

16777 Northline Rd, Southgate, 48195

- Tues. Thurs. & Fri: 11:30-12:00pm

### **FARMINGTON FAMILY YMCA**

28100 Farmington Rd, Farmington Hills, 48334

- Mon. Wed. & Fri: 12:00-12:30pm

### **IGLESIA EDIFICANDO VIDAS**

7373 Michigan Ave, Detroit, 28210

- Tues. Thurs. & Fri: 2:30-3:00pm

### **JEFFERSON OAKS**

22001 Republic Ave, Oak Park, 48237

- Tues. & Thurs: 3:45-4:15pm

### **LAKESHORE FAMILY YMCA**

23401 E. Jefferson Ave, St Clair Shores, 48080

- Mon. Wed. & Fri: 2:30-3:00pm

### **LIVONIA FAMILY YMCA**

14255 Stark Rd, Livonia, MI 48154

- Tues. Thurs. & Fri: 12:30-1:00pm

### **MACOMB FAMILY YMCA**

10 N River Rd, Mt Clemens, 48043

- Mon. Wed. & Fri: 1:30-2:00pm

### **NORTH OAKLAND FAMILY YMCA**

3378 E. Walton Blvd., Auburn Hills, 48326

- Mon. Wed. & Fri: 12:00-12:30pm

### **SOUTH OAKLAND FAMILY YMCA**

1016 West 11 Mile Road, Royal Oak, 48067

- Tues. Thurs. & Fri: 11:30-12pm

### **KULICK COMMUNITY CENTER**

1201 Livernois Street, Ferndale, 48220

- Mon. Weds. & Fri: 3:45-4:15

### **YMCA HEALTHY LIVING KITCHEN**

#### **PEACHES & GREENS**

8838 3rd Ave, Detroit, MI 48202

- Mon. Tues. Wed. Thurs. & Fri: 10:00-4:00pm

Everyone is welcome. Financial Assistance is available. The YMCA of Metropolitan Detroit strengthens communities through youth development, healthy living and social responsibility.

## *Grief Support:*

Here are a few websites to help with the loss of someone during this difficult time. You all are in our hearts and thoughts!  
We hope you all are okay and staying safe!

<https://grievewell.com/resources/other-local-services/>  
<https://childrengrieve.org/find-support/9-find-support/28-programs-in-michigan>



### **Tips for Teachers: Helping a Grieving Student at School**

#### **Children and Grief**

*When a student in your classroom experiences the death of someone close to them - such as a close family member or friend - it may be helpful to consider the following issues. While death and grief can be challenging topics for anyone to face, as a teacher, your ability to process your own feelings about loss and to be a support to the grieving student – and to your entire classroom – can help to facilitate the process for all concerned.*

**Remember that grief is unique.** No two individuals grieve in the same manner. Age, developmental capacity, family system, cultural background, past loss history, and personal coping style may all impact the grief response of a student. Some may be quiet and reserved, while others may be more outspoken and angry. Others may vacillate between these two extremes.

**Use the words “death,” “dying,” and “dead”** rather than euphemisms such as “passed away,” “lost” or “sleeping.” Euphemisms can be confusing for a grieving student. Using the words “dead,” “death,” and “dying” in a sensitive and compassionate manner helps to communicate to the student that we acknowledge the death, that we care about them, and that we are comfortable addressing this issue in a direct, yet understanding way.

**If possible, reach out to the grieving student and his/her family before the student returns to school.** As a demonstration of support, it may be helpful to reach out to the family with a phone call, a condolence card and/or, if appropriate, a short home visit to express your condolences and concern. This may help the student to re-acclimate when he/she returns to school after the death.

**If possible, attend the viewing, funeral or memorial service for the family member or send a condolence card to the family.** A personal show of support can send an important message to the student and his/her family that there is a clear acknowledgment of the death and the resultant changes that may come with it.

**It is best to avoid clichés.** While well meant, promptings such as “Don’t cry,” “You need to be strong,” “Your mother/father wouldn’t want you to be upset,” “You are the man/woman of the house now,” “Don’t worry ... things will get better” often can actually deprive students of an important part of their grieving process. It may be better to offer condolences of: “I’m so very sorry that your mother/father/sister has died. I am a good listener and am here if you ever would like to talk,” or “I cannot imagine how difficult this must be for you right now. I am a good listener and am around if you ever want to talk,” or “I’m keeping you and your family in my thoughts as you all go through this difficult time.”

**Provide the grieving student’s class and/or friends with an opportunity to demonstrate support** by sending condolence cards or personal drawings or writings that they may wish to share with the grieving student and his/her family. (It is vital to review these items before sending them to the grieving student or family to ensure that content is appropriate.)



## Tips for Teachers: Helping a Grieving Student at School

### Children and Grief

Continued from last page.

**If possible, speak to the grieving student's class about grief and loss and what that looks and feels like.** Ask the class what experiences they may have had with loss in general, what it was like, how they handled it. Discuss what the grieving student might be feeling and how the class might be supportive.

**Suggest that students ask the grieving student what he/she might want or need upon his/her return to school.** Grieving students may feel like so much is out of their control; having friends ask them what they would like or how they wish to be treated can feel both supportive and empowering to grieving students.

**Let the grieving student decide how his/her return to school is handled.** It is important to allow the grieving student the opportunity to decide how he/she would like to manage his/her return to school after the death. Some students wish to tell their classmates about the death themselves; others would rather that the teacher take on this responsibility. Some may only wish to hear "Welcome back." Still others may prefer that nothing specific be said about the death at all. Ask the student and keep in communication with him/her. As well, the grieving student may not wish to address the death immediately upon return to school, however, he/she may wish to address it at another time in the future. Many grieving students report that – while they wish the death to be acknowledged in some way (either privately or more formally in the classroom), they also do not wish to bring undue attention to themselves.

**Keep expectations of grieving students reasonable.** Grieving students may have real difficulty with focus and concentration, recall of information, and memorization. They may also forget things very easily or sometimes "dissociate" while in class. These are all customary responses after a significant loss and they may very well impact academic progress and achievement.

**If possible, devise a separate lesson schedule for the grieving student.** Some students may need an alternative lesson plan or adjusted lessons for a while. They may also need extra time to complete and submit assignments. Keep in close communication with the grieving student and his/her family so that there are no "surprises" either for you or for the student around these issues.

**If possible, request that another student be a "study buddy" for the grieving student.** Especially in the younger grades, this may be an effective intervention to help grieving students. Check things out first - both with the grieving student and with the "study buddy" - to see if they are both open to this. The "study buddy" should be a student who is him/herself maintaining themselves academically and who also would have the capacity to assume this level of commitment to the grieving student (i.e., meeting with the student, sharing notes, helping with homework, etc.).



## Tips for Teachers: Helping a Grieving Student at School

### Children and Grief

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**Maintain boundaries.** Although a level of sensitivity and compassion can be helpful for grieving students, it is important to maintain normal, daily boundaries and to allow the consequences for violating those boundaries. Knowing what the boundaries are and what the consequences for crossing them are can actually be stabilizing for grieving students.

**Balance routine with exceptions.** While potentially challenging to do, maintaining some semblance of a balance between routine and exceptions can be helpful to grieving students. In fact, some grieving students wish to return to school relatively soon after the death of a loved one, as the routine and structure of the school environment can provide a sense of safety, security as well as a comforting experience of “knowing what to expect next.” This can be extremely helpful to a grieving child who may feel that many, many things are out of their control.

**Keep in communication with the student.** This will help you to assess the student’s needs and will let him/her know that you care. Consistent, open communication will help to prevent confusion and misunderstanding. Such communication may often be necessary for months after the death.

**Keep in communication with the family.** This will let the family know that you possess an authentic concern for the student and will also allow them to have an insight into how he/she is faring within the school environment and it will allow you, as the teacher, to have insight into how the student is faring outside of school. Again, such communication may often be necessary for months after the death.

**Collaborate with the guidance counselor, school social worker and/or an appropriate administrator** to allow the student to unobtrusively leave class and visit them if their grief may become overwhelming. Oftentimes for a grieving student simply knowing that this is a possibility can alleviate the need to leave a classroom. (Additionally, it is rare that grieving students will “use” this as an excuse to avoid tests, examinations or other academic responsibilities, especially if communication between and among teachers, students, administrators, and parents/care-providers has been well-maintained.)

**Remember that grief sometimes may express itself somatically for children.** Sometimes grieving children express that they are experiencing stomach aches, headaches, shortness of breath, tightness in the chest, accelerated heartbeat or other physical manifestations. It is important to acknowledge this, to make referrals to the appropriate medical personnel (school nurse) and to inform the student’s family that you are noticing these experiences. If physical causes are ruled out, these may be somatic expressions of grief. Because children do not have the full cognitive or emotional capacity to express themselves their emotions may be somaticized.



## Tips for Teachers: Helping a Grieving Student at School

### Children and Grief

Continued from last page.

**Be aware of important dates and occasions that may be triggering for grieving students.** Anniversary dates of the person's death, family birthdays, as well as important "rites of passage" such as graduations, weddings, holidays, and religious celebrations may carry with them either memories of the deceased person and/or they may emphasize the absence of the deceased person. Special acknowledgment of the difficulty of these times can convey a genuine caring for the student – even months or years after the death has occurred.

**If possible, integrate grief and loss issues into your curriculum.** Since grief and loss are universal topics, it can be helpful to address them in the course of the normal academic cycle. Life Science or Biology usually addresses the life cycle; Social Studies can address the impact of death historically and culturally; English classes may address how various authors have approached the topic; and Foreign Language classes may address the various rituals that accompany death and loss and how grief may be expressed or experienced by various cultures. Integrating death, loss and grief naturally into the curriculum may make it easier to address when there is a student in your class who is grieving.

**Remember that grief is a life-long process.** A grieving student may not be back to his/her "normal" self within the course of weeks or even months. While it does change over time, grief is a life-long process ... and it takes time to heal.

**Refer the student for further assistance if he/she displays or reports excessive difficulty with social, academic, emotional or family functioning.** In the case where a student may express deep depression, overwhelming panic or anxiety, extreme difficulty focusing or concentrating, a strong desire to "be with the (deceased) person" or suicidal ideations, it is crucial to refer him/her to the appropriate school personnel (guidance counselor, social worker and/or administrator) for assessment and possible intervention/treatment.