



Wilson District Newsletter

February 2024

A message from Mr. Rose

Hello Wilson Wildcats!!

We are off to a great start to 2024, Our scholars are exhibiting higher rates of attendance and we are gearing up for standardized testing later in the semester. We will celebrate Presidents Day on Monday, February 19, 2024. We are still recruiting parents for our parent advisory council and to participate in PTO. If you are interested in joining either group, please feel free to contact Mrs. Joyce, at District Office located at 3025 E. Fillmore Street.

During the month of February, we observe the many great accomplishments, contributions, and culture of African Americans. Therefore, I would like to take this time to highlight the origins of Black History Month.

Black History Month is an annual observance celebrated in various countries, including the United States, Canada, and the United Kingdom, during the month of February. It is a time to recognize and honor the contributions, achievements, and struggles of African Americans throughout history. The origins of Black History Month can be traced back to the early 20th century when historian Carter G. Woodson and the Association for the Study of Negro Life and History (now known as the Association for the Study of African American Life and History) established Negro History Week in 1926. This week was chosen to coincide with the birthdays of Abraham Lincoln and Frederick Douglass, two prominent figures in African American history.

In 1976, the observance was expanded into a month-long celebration, becoming what is now known as Black History Month. During this time, schools, universities, cultural institutions, and communities organize events, lectures, exhibitions, and other activities to highlight the

achievements and contributions of African Americans to various fields, including literature, art, science, politics, and civil rights.

Black History Month serves as a reminder of the importance of acknowledging and understanding the rich and diverse history of African Americans and the ongoing struggle for equality and justice. It provides an opportunity to celebrate the resilience, creativity, and leadership of African American individuals and communities, while also promoting awareness and dialogue about the challenges they have faced and continue to face.

Wilson Primary School

This year's Black History Month theme is "African American's influence on the arts in the US." What a wonderful theme to have to celebrate the talented and skilled individuals who brought so much brightness for our country. At Wilson, we embrace the arts in our education by providing special area classes such as Art, Music, PE, and STEAM to promote various types of arts. Because we emphasize on the idea of "Whole Child", we know the importance of educating our youth not only in literacy and numeracy skills, but other necessary skills and talents to be an influential citizen in our society. Growing their hidden talents through arts is something we are intentional about at WPS.

Each month, we celebrate our students for their efforts and progress to build those skills and talents. At WPS, we have the Wilson Way which includes, "Be Safe, Be Respectful and Be Responsible". Our students are recognized for following the Wilson Way. Students are celebrated for their efforts in showing their best character traits. As mentioned above, we celebrate the whole child and the character that they develop throughout the year. Here are some of the students who were recognized last month.

This semester, we will be featuring another group of students at the music recital as well as an art show. Please continue to visit the district website to find out about the upcoming events.

Have a wonderful month!

Mrs. Wojcicki

Enrollment - Wilson School District #7

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wsd7.org

Wilson Elementary School

Happy February Wildcat Families

Love makes our friends a little dearer.

Joy makes our hearts a little lighter.
Faith makes our paths a little clearer.
Hope makes our life a little brighter.
Peace brings us all a little nearer.

It is hard to believe that January is gone already as we prepare for Parent-Teacher Conferences, 8th Grade Family Meeting, AVID Family Night, and celebrating Black History Month.

Spring will soon be here and our athletic department will be holding softball and track tryouts.

Just a few reminders:

Cell Phones/Wireless Ear buds – students are not allowed to have these items.
Dress Code – Please refer to pages 6-11 in your child's agenda for further details.
Tops: White, Grey, Maroon, and Navy
Bottoms: Navy Only
Jackets and Sweaters: White, Grey, Black, and Navy – Maroon only with Wilson Logo

We are Wildcats that show our:

C - Collaborating
L - Leadership
A - Accountable
W- Willingness
S – Succeed

I would like to recognize 12 Black Educators who changed history-

1. Rita Pierson, ("Every child needs a Champion") Carlotta Walls LaNier (youngest member of Little Rock Nine)
2. Charlotte Forten Grimke (first black teacher to work at the Penn School in South Carolina)
3. Kelly Miller (mathematician)
4. Fanny Jackson Coppin (first African American principal – born a slave)
5. Dr. Inez Beverly Prosser (first black woman to earn a Ph.D. in Psychology)
6. Dr. Jeanne L. Noble (appointed by Presidents Johnson, Nixon, and Ford to serve on educational commissions)
7. Mary McLeod Bethune (once the highest ranking African American in government when appointed Director of Negro Affairs of the National Youth Administration)
8. Septima Poinsette Clark (ran citizenship schools to help African Americans pass test required to register to vote)
9. Marva Collins (a recipient of National Humanities Medal for teaching teacher Socratic method of teaching)
10. Edmund Gordan (founder of Head Start and Urban Education at Columbia University)
11. Charles Hamilton Houston (argued cases in the U.S. Supreme Court, creating a legal foundation for the historic Brown v. Board of Education)

These leaders prove teachers have the power to change history. How will you make your mark?

We are excited about our Summer Academy and want as many students as possible 4th – 7th

acceleration opportunities. Please contact our 21st CCLC Coordinator, Mrs. Holly Delano @ hdelano@wsd7.org for additional information.

We will also begin our Saturday School sessions in February 2024. Students that have excessive absenteeism and or have not followed behavioral expectations can be assigned Saturday School. We will also conduct 21st CCLC Saturday School for scholars that need additional academic support as we prepare for the AZELLA and AASA State Assessments.

Volunteers wanted and needed. If you have some extra time or a skill that you would like to share, please contact our office 602-683-2400 for a volunteer application.

Blessings and Love,
Demetra Baxter-Oliver, PhD.

Business Services

Leaders in Innovation

Jim West - Walkie Talkie

His mother Matilda, who could not give birth in the local hospital in Farmville because only white patients were accepted there, was one of the human computers who became known as the "Hidden Figures." Many experiences fueled West's resolve to advocate for diversity in STEM fields, including learning that his mother had been fired by Langley Research Center in reaction to her involvement in the NAACP. While making technological advancements, West also helped coordinate a summer research program designed to improve diversity for women and underrepresented minorities throughout the operating companies of AT&T.

West, J.: A Legacy of Innovation National Inventors Hall of Fame.



Jim West: A Legacy of Innovation

Discover the story of National Inventors Hall of Fame® Inductee James West - a legendary inventor, professor and advocate for diversity.

invent.org



Human Resources

Our American Story

The Color of Blood

America's national blood bank systems might operate very differently—or not at all—if not for African American surgeon, researcher, educator, and advocate Charles Richard Drew.

Born in 1904, Charles Drew grew up in Washington, DC. Although the city was racially segregated at that time, it hosted a vibrant African American community, and Drew was fortunate to attend an excellent public school. Drew attended Amherst College on an

athletic scholarship, and later, after his eldest sister died of tuberculosis in 1920 and he was hospitalized for a college football injury, his interest turned toward medical science.

At the time, it was difficult for African Americans to pursue most medical careers. Some prominent medical schools accepted non-white students, but the opportunity was only offered to a handful of individuals. Then, after receiving their training, African American doctors faced added challenges, often because white patients would refuse care from black physicians.

Although Drew was accepted to Harvard, he attended medical school at the McGill University Faculty of Medicine in Montreal, Canada. Drew pursued his interest in transfusion medicine—the basis for his later work in blood bank research—during his internship and medical residency. Drew then joined the faculty at Howard University College of Medicine. He also completed a fellowship at New York's Presbyterian Hospital while further distinguishing himself as the first African American to earn a doctorate of medical science from Columbia University.

Yet what would define Charles Drew's career—and serve as his greatest contribution to humankind—would be his development of a national blood bank. Drew was completing his doctoral thesis, "Banked Blood," just as World War II began in Europe. In 1940, in response to Great Britain's desperate need for blood and plasma to treat military and civilian casualties, an association of New York City's leading hospitals, surgeons, and blood researchers asked Drew to direct the Blood for Britain project. Drew successfully supervised the collection of 14,500 pints of plasma for the British.

Then, in 1941, in preparation for the United States' participation in World War II, the American Red Cross appointed Drew as the director of the first Red Cross blood bank. In charge of providing

blood to the U.S. Army and Navy, he was responsible for establishing organizational standards, regulating production techniques, and ensuring that safety protocols were followed. Among his innovations were mobile blood donation stations, later called “bloodmobiles.”

His tenure was short-lived, however, as his work was complicated by issues of race. U.S. military policy at the time prohibited African Americans from donating blood, a policy that Drew publicly condemned as unscientific. Although the policy was revised to allow African Americans to make blood donations, it still prohibited giving blood from non-white donors to white members of the military. Drew continued his outspoken criticisms of this discriminatory medical practice and ultimately resigned his position with the Red Cross in 1942.

Drew spent the next several years working as the head of Howard University’s Department of Surgery and then as chief surgeon at the university’s Freedmen’s Hospital. As a faculty member of the Howard University College of Medicine, Drew educated the next generation of African American physicians, built Howard’s reputation, and changed medical education for future generations. Drew believed medical education for African Americans would open doors. As Drew said:

“We believe that the Negro in the field of physical sciences has not only opened a small passageway to the outside world, but is carving a road in many untrod areas, along which later generations will find it more easy to travel.”

Charles Drew’s contributions to medicine and education were recognized with numerous awards during his lifetime, including the NAACP’s 1944 Spingarn Medal; he also was the recipient of multiple honorary doctorates. His life, however, came to an abrupt end when he died tragically in a car accident in 1950, shortly before his 46th birthday. A false story circulates to this day that white doctors refused to treat him due to his race; in fact, the African American doctors traveling with him confirm that everything was done to try to save Drew.

Charles Drew continues to be remembered for his far-reaching influence. Numerous public sites and institutions are named for him, including the Charles R. Drew University of Medicine and Science in California. In 1981, the United States Postal Service issued a first-class postage stamp in Drew’s honor, including him in its Great Americans series. The medical field today reflects Charles Drew’s steadfast commitment to medical and educational equality—and his powerful legacy is evidenced by the millions of individuals of all colors who have benefited from the American blood bank system.



The Color of Blood

America's national blood bank systems might operate very differently-or not at all-if not for African American surgeon, researcher, educator, and advocate Charles Richard Drew.

🔗 nmaahc.si.edu

Community Center

An exemplary black community advocate whose impact on education resonates profoundly is Geoffrey Canada. As the founder of the Harlem Children's Zone, Canada has pioneered a comprehensive and community-based approach to education. His visionary model combines academic support, health services, and community engagement to address the multifaceted challenges faced by students in underprivileged areas. By establishing a "cradle-to-college" pipeline, Canada has successfully transformed the educational landscape in Harlem, providing a holistic support system for children and families. His groundbreaking work teaches us the critical importance of viewing education within a broader societal context. Canada's approach underscores the interconnectedness of various factors, such as healthcare and community involvement, in fostering academic success. As a community, his legacy inspires us to adopt innovative and collaborative strategies that go beyond traditional educational frameworks, demonstrating that comprehensive support systems are essential for unlocking the full potential of every student, regardless of their background or circumstances.

As we develop the Wilson Community Center, we will place some of Geoffrey Canada's work with the Harlem Children's Zone in the work we do here. Some of the resources we are looking to bring in are parenting classes, medical and dental care along with providing some outside community resources listed below. We are always looking for better ways to serve our community. Here are a few resources starting in February.

1. Pathway to Hope- Pathway to Hope provides services to families who find themselves in cycles of crisis including unemployment, unstable housing, lack of education and more. If you need this support, you can either reach out to them at this link <https://www.salvationarmyphoenix.org/pathway-of-hope> or stop by the Community Center and speak to Dina Cutler.
2. Every Friday 9 AM - 4PM we will be having Catalytic Health Care at the Community Center to help with signing up for Medicaid, SNAP, WIC and other benefits. They will also support with community resources. Stop by and meet Rudy.
3. Kith and Kin starts February 7th 9 AM-11 AM. You will receive training, practice new skills, and take-home proven strategies on topics such as brain development, language and literacy, child passenger safety, arranging the environment, activities for children, nutrition, developmental ages and stages, guidance and discipline, home and environment. Childcare is available.

You will be receiving a Residency Questionnaire during parent- teacher conferences and through the mail. Please fill this out and return so we can best serve our Wilson Families in transition. Our goal is to serve our community and ensure we are supporting you with your needs. Please stop by if you have any questions or need any resources. Have an amazing February.

-Dina Cutler

Child Find

Child Find, a component of the Individuals with Disabilities Education Act (IDEA), enables states to locate, identify, and evaluate all children with disabilities, aged birth through 21, who need early intervention or special education services. Special education services are available for children of any age (birth through 21 years). Wilson School District is responsible for locating, identifying, evaluating, and serving all children with disabilities (ages 3-21) and referring children ages 0-3 to AzEIP for evaluation and appropriate services. AzEIP is the Arizona Early Intervention Program for infants and toddlers. Wilson provides free and appropriate public education that includes special education and related services to children at public expense, under public supervision and direction without charge to parents. For all school-age students who are new to the district, the classroom teacher will complete screening activities within 45 days of enrollment. If any concerns are noted, the child will be referred for help. Parents who have concerns regarding their child's education may contact the Special Education Department at Wilson, (602) 683-2400, ext. 4205.

McKinney-Vento

Are you currently experiencing temporary living arrangements due to eviction, job loss or a traumatic event? Wilson School District offers services to families through the McKinney-Vento Assistance Act. Services such as enrollment and immunization assistance, uniforms or school supplies, community referrals and in some cases, transportation can be available. Your family may qualify due to living with another family or friend due to financial hardship or living in a shelter, transitional housing, or motel. Please contact your school office or Dina Cutler at 602-683-2515, ext. 6003 for more information about this program.



Wilson School District No. 7

Excellence in education

Website: <https://www.wsd.k12.az.us/>

Location: [3025 East Fillmore Street, Phoenix, AZ, USA](#)

Phone: (602) 681-2200

Facebook: <https://www.facebook.com/WilsonSchoolDistrictNo7>



Maribel Perez

Maribel is using Smore to create beautiful newsletters

