



## Black History Month!

As we move into the month of February and focus on the learning that surrounds Black History month, I would like to encourage us all to use this time to teach our children about the importance of their unique and developing IDENTITIES and how they can use exemplars of the past and present to guide them in who they are and who they will be in the future. As adolescents, so much of our children's time is spent exploring who they are and what they can control about who they are becoming. There are so many influences in the media and in our communities that compete for our children's attention and impact how they think about themselves and how they present themselves to others. Let's use this month's focus to remind our children to use role models like Imhotep, Queen Nzinga, Martin Luther King Jr., El Hajj Malik El Shabazz (Malcolm X), Harriet Tubman, Nelson Mandela, Rosa Parks, Maya Angelou, Dr. Mae Jemison, Michael Jordan, Michelle Obama, and John L. Lewis to emulate, inspire, and create BIG and important dreams.

As parents, guardians, grandparents, and educators, we all have a responsibility and unique opportunity to shape and impact our children's identities. We must take charge and work together to become strong, involved, and powerful influences in our children's lives; more powerful than friends, facebook, cell phones, and some of the more negative allure of popular culture. Let's talk to our children more; read with our children more; get to know our children's friends; watch the TV shows and movies that they watch; and supervise their choices in the words they speak, how they wear their clothes, the books they read, and the music they listen to. We have every right to say NO if necessary, and teach why it is unacceptable to curse, be unkind to others, wear sagging pants when a tie and belt are more appropriate, use weapons instead of words to solve problems, celebrate thug, gangster, or celebrity culture, post a provocative photograph, play video games instead of doing homework, or read books full of sexual references and violence instead of books that expand academic vocabularies and minds.

Let us all take this opportunity to remember, honor, and teach our children about the people in our history and those in our present who are champions of determination, compassion, courage, and peace. Let's remember, that you are your children's most respected heroes. Our unconditional belief in our children and our insistence on hard work, self-regulation, and kindness are the most powerful ways that we can help them become the young men and women of their dreams.

### Save the Dates

- **School Wide Interim ELA and Math Assessment Window:** Mon 2/1-Wed 2/10
- **Ubuntu Family Meeting:** Wed. 2/3 at 5:30pm
- **8<sup>th</sup> Grade Graduation Pictures:** Wed. 2/3
- **Parent Council Meeting:** Wed. 2/11 at 5:30pm
- **Half Day Dismissal:** Fri. 2/12 for Professional Development
- **School Closed:** Mon. 2/15 for President's Day
- **Board Meeting:** Wed. 2/17 at 6:00PM
- **End of Trimester 2:** Fri. 2/19 5:30pm
- **Half Day Dismissal:** Fri. 2/26 12:30pm

## Spotlight on Parenting!



### Principal Baruti Kafele Speaks to Parents! Published on Jan 18<sup>th</sup>, 2015

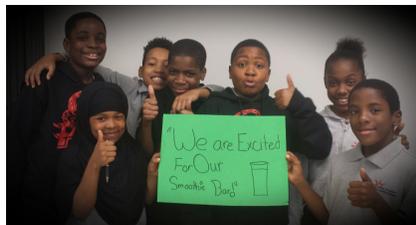
"In this "Message to a PARENT," Principal Kafele reminds parents that the decisions that their children make matter and that they should therefore be encouraged to always make good, sound and wise decisions." Please take 5 minutes of your time and view the video at <https://www.youtube.com/watch?v=MnlXgcKlvGQ> "Recipient of the National Alliance of Black School Educators Hall of Fame Award, the New Jersey Education Association Award of Excellence and the prestigious Milken National Educator Award, Principal Baruti Kafele is ON FIRE! He has distinguished himself as an award-winning educator, an internationally-renowned speaker and a best-selling author. As an elementary school teacher in East Orange, NJ, Principal Kafele was selected as the East Orange School District and Essex County Public Schools Teacher of the Year. As a middle and high school principal, he led the transformation of four different urban New Jersey schools, including "The Mighty" Newark Tech, which went from a low performing school in need of improvement to national acclaim." Principal Kafele has visited Pride many times and addressed both our students and staff.



If you know families who live in Newark and would like to enroll their children in our school for the upcoming school year, please let them know that they need to apply directly to our school through completing a Pride Academy application and entering our lottery. Pride Academy does not participate in the *One Newark Enrollment System.*

## It's Groovy Baby! by Ms McClean and Ms Becker

Walking up the stairs at Pride recently, you might have noticed the mysterious signs saying things like "Groovy baby," or "Smoothie baby." The mysterious advertising campaign was the brainchild of Pride fifth grader Jermaine Brown who was interested in starting a breakfast smoothie bar in school. With help from Ms. McClean, Ms. Wilson, Ms. Dumenigo and Ms. Becker, along with financial support from Donors Choose, the smoothie bar opened for business this past week.



On the morning of January 28<sup>th</sup>, 8<sup>th</sup> grade students and teachers were able to purchase their very first smoothie, the Green Machine, from Groovie Smoothies! This smoothie consisted of kale, fresh oranges, spring water, frozen pineapple, chia seeds, and agave nectar. A wholesome start to the day! Everyone who bought one loved it!

Groovie Smoothies is a project inspired by a commitment to preventing diet-related diseases by increasing access to fruits and vegetables through delicious smoothies available for purchase at school.



Surrounding Pride Academy is a multitude of fast-food restaurants and corner stores that sell sugary and salty foods loaded with preservatives and artificial ingredients. As we know, many of our children purchase these unhealthy items on their way to school to eat as meals, with meals, or instead of meals. As a result, our children are at an increased risk for diet-related diseases such as obesity, heart disease, high blood pressure, and diabetes. However, a new future is possible; a future of health, vitality, energy and longevity! In order to help make this future a reality, Groovie Smoothies was born. Groovie Smoothies is a project to inspire our young scholars to adopt more salubrious eating habits by consuming raw fruits and vegetables in fresh, tasty smoothies!



Thomas Edison said, "The doctor of the future will no longer treat the human frame with drugs, but rather will cure and prevent disease with nutrition."

Beginning in February, Groovie Smoothies will be open to all students, staff, and families from 7:30 am - 7:50 am every Thursday morning, and will vary its smoothie options from week to week. The Groovie Smoothie vision is to have it open every morning before school, and have students involved in operating the business. Be Green Baby!

## #3 Spotlight on Safety: Distinguishing Between Conflict and Harassment, Intimidation and Bullying (HIB)

The greatest distinction between conflict and bullying lies in the balance of power involved. Conflict is a mutually competitive or opposing action or engagement, including a disagreement, an argument or a fight. There is no significant imbalance of power, merely two or more individuals who are not getting along and who may, unfortunately, allow that disagreement to escalate to a physical level. Conflict is a normal part of human development. Our role is to help students manage conflict in a manner that is peaceful, safe and respectful to all involved. Fighting is never permitted.

Bullying is one-sided, where one or more students are victims of one or more person's aggression, which is intended to physically or emotionally hurt the victim(s). Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Bullying behaviors may fall into one or more of the following categories:

1. Verbal – Includes taunting, name calling, inappropriate sexual behavior or comments, embarrassing someone in public, malicious teasing or making threats;
2. Psychological – Includes spreading rumors, purposefully excluding people from activities, breaking up friendships.
3. Physical – Includes hitting, punching, shoving, spitting, tripping, making rude or threatening gestures or taking personal belongings
4. Cyberbullying – Includes using the Internet, mobile phone or other digital technologies to harm others.

**If students have a physical conflict and one student has a significant physical advantage over the other is that automatically considered an incident of bullying?** No. It could be, but whether an incident is considered HIB or non-HIB bullying, or merely a conflict depends on the circumstances uncovered during the investigation. Please refer any student who may be injured in a physical conflict to the nurse immediately, forward witness statement and a completed referral form to Ms. Brower, Mrs. Thomas, Mrs. Lowry or another administrator.

**What if the victim starts the conflict?** This sometimes occurs. All students involved in physical conflicts or incidents of bullying, both HIB and non-HIB should be referred to Ms. Brower, District Anti-Bullying Coordinator. In accordance with the Anti-Bullying Bill of Rights (ABBR) the students are offered counseling through the school Social Workers. Students also receive anti-bullying education, social skills and conflict management strategies and support.

Clarify and strengthen the standards and procedures for preventing, reporting, investigating and responding to incidents of HIB of students that occur on school grounds and off school grounds under specified circumstances;

- Respond to research on the incidence, prevalence and effects of HIB that has emerged since the adoption of the original HIB laws adopted in 2002 and amended in 2007 and 2008;
- Establish clearer standards for the definition of HIB;
- Use and better manage existing resources to increase school safety;
- Reduce the risk of suicide due to HIB.

Every member of the school community plays a role in making sure our children have a safe environment in which to learn. The ABBR spells out the specific roles and responsibilities of the school staff, administrators, volunteers and contracted service providers in addressing HIB.

It is vital that you are clear about how you should respond. It is the law.



