

New Year's Resolutions!



Save the Dates!

- "Watch a Movie - Change a Life": Wed. Jan 10th 4:15-6:30pm
- School Closed for Martin Luther King Day: Mon. January 15th
- Scholastic Book Fair: Jan 12th to Jan. 19th
- Family Book Fair Night: Thurs. Jan 18th during Progress Report Night
- New Student Enrollment Lottery for 2018-19 : Wed. Jan 17th 5:30pm
- Board Meeting: Wed. Jan 17th at 6:00 pm
- 2nd Trimester Progress Report Night: Thurs. Jan 18 4:15 - 6pm
- Parent Council Meeting: Wed. Jan 24th 5:30pm

January is the perfect time to make plans; set goals; and shape future dreams. January marks the beginning of a New Year and the potential to make resolutions to affect positive changes in our lives. Here are some tips to help you partner with your children as you set goals for success together:

Find out about and be enthusiastic about your child's interests, talents, and passions. Do research to find out how these interests can be nurtured through community service and school related programs.

Take time to sit down and plan for the future. Discuss prospective high schools, scholarship opportunities, and colleges. Always AIM HIGH and plan for multiple options!

Persevere in teaching your children that education is the key to success and being self-disciplined and taking responsibility for actions are essential to unlocking doors of opportunity.

EVERYTHING counts: arriving to school on time for Morning Assembly and attending

school each day; completing quality homework each night; wearing school uniform; following the school rules; practicing the core values; going above and beyond what is asked; and becoming actively involved in service and leadership opportunities.

Seize advantage of every opportunity that comes your way to expose your child to more education and diverse, culturally enriching experiences.

Stay actively involved in the school: attend Parent Council meetings and Parent Parties, attend parent-teacher conference days and school events, and check homework daily. Keep in constant touch with your child's teachers.

And finally, **share your own dreams** with your children and help them understand how your goal setting and planning for the future have helped you to be successful and attain JOY and well-being in your life.

Please read and listen to Principal Kafele's Messages to Parents about goal setting and planning for success published at www.PrincipalKafele.com.

Progress Report Conferences

Please make every effort to come to school on Progress Report Conference afternoon on **Thursday, January 18th** between **4:15 pm and 6:00 pm** to pick up your child's Progress Report and meet with teachers. Progress Reports will not be mailed or sent home with your child, so please arrange alternative times to meet with your child's teachers if you are unable to attend on Thursday 1/18. In order to ensure that your meetings with teachers are productive, please consider these tips:

- Review the Graduation/Promotion Standards attached to this Newsletter and discuss your child's progress towards meeting them.
- Let the teachers know what your concerns are and what you feel is important for them to know about how your child learns.
- Ask to look at your child's work.
- Be open-minded in working with the teacher to develop an action plan to help address any concerns that you may have.
- Share your expertise about your child to help the teachers understand how best to work with your child.
- Share any situations that may be going on at home that may be impacting your child's academic performance or behavior.
- Be prepared to hear good news as well as news that may be disappointing or surprising. Your children's teachers may have insights and knowledge about your child's learning that you may not have heard before. Be open to discussing these calmly and professionally.
- After the conference, be sure to take time to sit down with your child to discuss his/her report. Celebrate GREAT accomplishments and action-plan for improvement.

Our Enrollment Lottery for the new school year, 2018-2019, will take place on Wed. January 17th 2018 at 5:00 pm. If you would like to enroll a sibling of a child who is already attending at Pride, please complete an application and submit it to the Main Office by Monday, January 15th.

Project Pride! by Ms Dumenigo

Philanthropy and community service are a big part of Pride Academy's mission and vision. Among the many activities that we do to encourage our students to positively impact their world is Project Pride. Project Pride is a community service project that is developed and implemented by Pride Academy Scholars every year. Each grade has a different topic: fifth grade has Health; sixth grade has Poverty; seventh grade has Violence; and 8th grade has Education.

Scholars volunteer to give up their recess time to work on their grade level committee to solve a problem related to their topic. They use the PACS Learning Cycle to learn about the issue and find some strategies to make a positive impact. This year, the 6th Grade Project Pride committee met and learned about poverty and its impact on people all over the world. After viewing a video, they discussed the issues and decided to work on a project that would provide families in third world countries with a way to generate income. They will be working with Heifer International to purchase chicks and sheep for a family living in poverty. The chicks will grow into chickens that will produce eggs and chickens for selling and eating. The sheep will provide a family with wool for selling.

Our 6th grade scholars will raise the funds by hosting a Movie Night on January 10th. The theme is "Watch a Movie – Change a Life". The scholars on the committee are having a great time planning the event. Rhodia Konou said, "I love Project Pride because it gets the creative part of my brain going." Chanel Bethea loves that you get to "make your ideas become reality." <http://www.heiferfoundation.org/giving-options/2020-legacy-challenge.html>

In addition to the fun there is in planning the event, "Project Pride gives scholars a great opportunity to become involved in social issues and fix them in a helpful and positive way", said Denisha Liddell. We are so proud of our Pride scholars and all they are doing to make the world a better place.

"Project Pride makes me feel so great, because I get to help people around the world. I love Project Pride as much as I love my home."

Brithany A. Dolores
6th Grade Scholar



<http://www.heiferfoundation.org/giving-options/2020-legacy-challenge.html>

Healthy Kids Walk Generates More Money Which Means More Activities for Scholars! By Ms Dumenigo

"I am happy that African Drumming is now at our school, because it gave me a hobby that I love... and teaches me about my culture."

Ayinde Adams
5th Grade Scholar

This year's Healthy Kids Walk was a great success. Not only was it a fun event for all the students that participated, but it raised \$9,000 for student activities. Over the past three years, the Healthy Kids Walk has funded our athletic programs, the MVP Boys Mentoring Program, and Sister-to-Sister Girls Mentoring Programs, as well as a wide variety of after school clubs and activities.

Because of the increase in funds raised this year, we were able to add two additional programs. Starting in January, Pride Academy will be working with TEEN STEP UP Inc. to provide scholars with an opportunity to be part of a STEP team. We have also been able to contract Brother Jerome to lead and instruct a Boys African Drumming Ensemble, which has already performed for the school as part of our Kwanzaa celebration.

As school funding decreases, many schools are cutting extra-curricular activities in order to preserve their academic program. At Pride Academy, we know the value that these types of activities bring to our scholars. They not only teach our scholars skills and unleash their talents, but they also foster motivation, discipline, teamwork, and leadership. We are grateful to all the students and families who work so hard to help us fundraise to ensure that our students have these types of opportunities that enrich their lives.



#1: Preventing Harassment, Intimidation and Bullying (HIB)

Each month, this column will feature information, articles, and links to resources to increase understanding of New Jersey's Anti-Bullying Bill of Rights (ABBR) statute and support practices that promote a safe and positive school climate at Pride. It is our goal to ensure all school staff, administrators, volunteers and contracted service providers develop the expertise required to recognize, prevent and respond appropriately to incidents of harassment, intimidation and bullying.

What is the purpose of the Anti-Bullying Bill of Rights?

The Anti-Bullying Bill of Rights Act is intended to:

- 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.

#2: What is HIB? Under the law, HIB is defined as:

- I. "any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off grounds as provided for in section 16 of P.L.2010, c122 (C.18A:37-15-3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
- II. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
- III. Has the effect of insulting or demeaning any student or group of students; or
- IV. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

To qualify as HIB, an incident must be based upon a real or perceived characteristic as identified in paragraph I, AND meet the criteria in paragraphs II, III, or IV.

Is all harassment, intimidation and bullying considered HIB under the law?

No. As broad as the categories are under the ABBR HIB definition, they do not cover all types of harassment, intimidation, and bullying. Unless the bullying is based upon one of the real or perceived characteristics outlined in paragraph I, AND one or more of the criteria in paragraphs II, III, or IV of the definition apply, it is not considered a HIB incident under the law. Refer all suspected incidents to Ms. Brower, District Anti-Bullying Coordinator, to Mrs. Thomas, Principal or another administrator.

If an incident is not considered HIB under the law, do I still report it?

Absolutely. Pride Academy does not permit harassment, intimidation or bullying of any type. Source: NJDOE Guidance for Schools on Implementing the Anti-Bullying Bill of Rights.



Affirmative Action Procedures at Pride....



Notice of Statement of Non-Discrimination and Equal Opportunity

PRIDE Academy Charter School adheres to the laws and regulations set forth in N.J.A.C. 6A:7-1.8; Title VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; N.J.S.A. 10:5, and Equal Pay Act 1973, and is committed to ensuring equality in Educational, Employment, and Contract Practices for all persons, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

The following staff member is our Affirmative Action Officer and designated to handle inquiries regarding our non-discrimination policies or grievance procedures:

Ms Robin Brower
117 Elmwood Ave,
East Orange, NJ 07108
973-672-3200 ext. 203

Grievance Procedures

Under Title IX, each school district must have a written, publicized grievance procedure for handling complaints alleging sex discrimination. Students, parents, and employees must be fully informed of the steps in the grievance process. It is strongly recommended that discrimination grievance procedures allow for complaints on the basis of race, color, creed, religion, national origin, affectional or sexual orientation, ancestry, socioeconomic status, as well as sex.

Title IX does not specify a particular structure for the grievance procedure; it does require that the procedure provide for the "prompt and equitable resolution of student and employee complaints." Therefore, all procedures must include reasonable timelines for the initiation and resolution of a grievance.

Any person who believes that he/she has been discriminated against may also file a complaint with the Office for Civil Rights or the Department of Education at the same time a grievance is filed during or after the grievance process, or without using the school district process at all. A person may also file a grievance with the New Jersey Division on Civil Rights. Please reach out to Ms Brower at 973-672-3200 ext. 203 for more information, support or guidance.

Comprehensive Equity Plan and Annual Reports

In accordance with N.J.A.C. 6A:7, Managing for Equality and Equity in Education, all school districts, charter schools and renaissance school projects are required to develop a three-year Comprehensive Equity Plan (CEP) and submit it for review and approval to their county office of education. The purpose of the CEP is to identify and, if necessary, correct policies, programs, practices and conditions which may be inequitable.

Our Comprehensive Equity Plan for 2016-2019 has been approved. If you would like to review the plan, please reach out to Ms Brower or Mrs. Thomas at 973-672-3200 ext. 203 or ext. 201.

If you would like to review our school's Annual Reports, submitted annually in August of each year of our operation, please visit our school website at www.prideacs.org

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF FIELD SERVICES

