

New Year's Resolutions!



Save the Dates!

- **First Day of School after Winter Break:** Thurs. Jan 2nd
- **Parent Workshop, Cultivating a Healthy Living Mindset by Curvalista Fitness:** Thurs, Jan 9th at 5:30PM
- **Parent Council Meeting:** Thurs. Jan 16th at 5:30PM
- **Scholastic Book Fair:** Jan 18th to Jan. 24th
- **New Student Enrollment Lottery for 2020-2021 :** Tues. Jan 14th 5:00pm
- **School Closed for Martin Luther King Day:** Mon. Jan 20th
- **2nd Trimester Progress Report Night:** Thurs. Jan 23rd 3:30 - 6pm
- **Family Book Fair Night:** Thurs. Jan 23rd during Progress Report Night, 3:30-5:30PM



Our Enrollment Lottery for the new school year, 2020-2021, will take place on Tues. Jan 14th 2020 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 Mon, Jan 13th.

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 23rd between 3:30 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 1/23. 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.

Gender Equity Policy and Information

At Pride Academy, we are committed to maintaining a supportive and inclusive community where all students, families, community members and staff from a range of races, ethnicities, genders, cultures, abilities, and family structures are welcomed and nurtured. Our core values of Peace, Respect, Integrity, Determination and Empathy embrace a level of regard for diversity that allows us to expand our minds, learn from each other, and support one another in a variety of ways. The unique personhood and experiences of every individual promote the building of a strong and forward-thinking community.



A few years ago, schools across the country received information and guidance to build our capacity to better support students who express their gender in a variety of ways. Gender-variant youth include young people whose identities, appearances, behaviors or interests are different from the expectations associated with their gender assigned at birth. As a school, we have taken and will be taking the following steps to support the implementation of procedures that will accommodate every student's gender expression:

- School Administrators and veteran staff members participated in a training workshop on gender identity and expression presented by Rutgers University;
- Over the course of the 2016-2017 school year we researched, developed and adopted a Gender Equity Policy based on guidance provided by our School Attorney and New Jersey School Boards Association that is available to all family members to review via our website; www.prideacs.org and on-site by request;
- We will be scheduling a Gender Information and Discussion Event during the month of January or February as a follow up to the Garden State Equality student presentations that were scheduled during the month of December. This event will provide an opportunity for family and community members to learn more about gender equity and present any questions or concerns they may have.

We would also like to take this opportunity to remind you about our Anti-Bullying policy. Pride Academy does not tolerate any form of harassment, abuse, or discrimination. We encourage you to review and discuss this policy with your children which you can find in your Parent Handbook and Code of Conduct. Please encourage your children to talk to you, Ms Brower, Mrs. Thomas, one of our social workers, or a teacher if they encounter name-calling or any other form of inappropriate behavior including in-person or online bullying.

We value our partnership with you and believe that through a process of understanding, building awareness and learning from our differences we will more effectively equip our students with the needed skills of respect and appreciation of diversity. We are excited to deepen our commitment to inclusiveness through our focus on Gender Equity. Please don't hesitate to reach out to me if you have questions or concerns on 973-672-3200 ext. 201.

Late Pick Up Procedures and Late Fees

Our regular school hours are Monday-Thursday 8 a.m. to 3:20 p.m. and Fridays 8 a.m. to 2:10 p.m. Our school hours on half days are from 8 a.m. to 12:30 p.m. Making sure your child arrives to school on time and is picked up on time after school is your responsibility. If you use a transportation service or have another person pick up your child, you must ensure that your child is picked up on time each day. **If your child is not picked up immediately after school late charges will be incurred effective January 6th. The rates for late pick up are as follows:**

- Every student is given a 15-minute grace period to be picked up from school. The grace period for late pickup ends at 3:35 p.m. on Mon.-Thurs., 2:25 p.m. on Fridays, and at 12:45 p.m. on half days.
- Late fees of \$5 for the first minute and \$1 per minute thereafter will be charged for any child not picked-up by 3:35 p.m. Mon-Thurs., 2:25 p.m. on Fridays, and 12:45 p.m. on half days. Fees are payable in cash and due at the time of pickup from school.
- Students will not be allowed to wait outside for parents after 3:35 p.m. Mon-Thurs., 2:25 p.m. on Fridays, and 12:45 p.m. on half days. **Any students still at school after those allotted times will be escorted back into the building to wait for parents in Room 201 or the Common Room. Parents/family members who pick up late need to come inside the building through the double doors to sign students out of the late pick-up room and pay the applicable late fees.**

The following independently operated after care services provide transportation to their programs after school. Please feel free to call any of these programs to arrange after care services if you anticipate that picking up your child after school promptly will be an issue.

- 3 Stages- (973) 672-2020 91 South Harrison Street, East Orange
- Holy Trinity (www.htassc.org) (973) 678-4130 153 Glenwood Avenue, East Orange
- One Step Ahead Child Care Center – (973) 677-7614 57 Prospect Street, East Orange
- East Orange YMCA - (973) 673-5588



#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 20169-2022 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



Comprehensive Equity Plan
for School Years 2019-20 through 2021-22