

New Year's Resolutions!



Save the Dates!

- **Team Pictures for Flag Football, Basketball, and Cheerleaders:** Thurs. 1/7
- **Parent Council Meeting:** Thurs. 1/7 5:30pm
- **January Lottery:** Tues. 1/12 at 5pm
- **Progress Report Conferences:** Thurs. 1/14 4:15-6pm
- **School Closed for MLK Day:** Mon. 1/18
- **Board Meeting:** Wed. 1/20 at 6:00 pm
- **PARCC Pizza Parent Party:** Thurs. 1/21 5:30pm
- **Parent Council Applebees Breakfast:** Sat. 1/30 at Applebees on Springfield Ave, Newark

Our Enrollment Lottery for the new school year, 2016-2017, will take place on Tues. January 12th 2016 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 Mrs. Dockery by 1/11.

Lands' End Uniform Source!
(In addition to Kids Place)
Go to www.prideacs.org or www.landsend.com/school and find your school using the Preferred School Number: 900171901 or our School Name and Location. Create or sign into your account and start shopping with your personalized product checklist.

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 Message 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 Report Conference afternoon next **Thursday, January 14th between 4:15 pm and 6:00 pm** to pick up your child's report card and meet with teachers. Report cards 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 this Thursday. 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.

More PARCC News and Resources for Parents!

"PARCC states have partnered with GreatSchools to launch the GreatKids Test Guide for Parents, a new resource to assist parents in helping their children prepare academically for college and careers, and for the next grade level. The guide can be found at UnderstandTheScore.org, a website dedicated to helping parents better understand their children's scores, and also on the PARCC website in the Parent Resources section. Founded in 1998, GreatSchools is a national nonpartisan nonprofit helping millions of parents find quality schools, support great learning and guide their kids to great futures. GreatSchools offers thousands of articles, videos and worksheets to help parents support their children's learning. Last year, more than 59 million unique visitors accessed the GreatSchools website including more than half of all U.S. families with school-age children. Headquartered in Oakland, California, GreatSchools partners with cities and states across the country. Through its GreatKids initiatives, GreatSchools promotes teacher-parent collaboration and supports parenting for education success." Please visit the following websites: <http://www.parcconline.org/news-and-video/382-greatschools-parcc-launch-new-parent-tool> <http://understandthescore.org/>

Understanding Your Child's Test Results

The PARCC test was designed to provide clear information on your child's progress toward meeting grade level expectations and mastering important skills like critical thinking. The score report gives you a snapshot of how your child is progressing and shows where he or she excels or needs more support. This information, along with grades, teacher feedback and scores on other tests, will help give a more complete picture of how well your child is performing academically.

Next Steps For Parents

SCORE REPORT GUIDE: STEP ONE Overall Score

Your student's overall score (out of a possible 850) and performance level (1-5) gives a quick glimpse of whether he or she is on-track with grade-level expectations. Level 1 indicates the greatest need for improvement and Level 5 indicates the strongest performance.

Continue Guide

Pride Academy will be hosting two PARCC Pizza Parent Parties during the first weeks of January where you will have an opportunity to explore PARCC resources and understand your child's 2014-2015 PARCC score. Additionally, you can find even more tools and resources online at the websites listed above. This particular resource provides a step-by-step guide to understanding each part of your child's report for both ELA and Math. If you need internet access or technology support, please reach out to Mr. Ofstad (ext. 246) or Mrs. Thomas (ext. 201).

Academic Goal Setting and Planning Resources!

"GreatSchools developed the Test Guide as a roadmap for parents. The Guide gives them information about what a child needs to know at each grade level and how parents can help their children succeed academically, based on how their child performed on the PARCC assessment. The Guide, developed in collaboration with teachers at each grade level, explains what knowledge and skills are needed for each area of the test and which parts are especially tough for kids. It offers easy ways to boost a child's skills at home." Simply go to <http://understandthescore.org/> scroll down to the bottom of the home page, select New Jersey and your child's grade level and then on the second screen select subject and you will be able to access information about what your child needs to know and how you can help them strengthen their knowledge and skills in each of the core standards that they were tested on.

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#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.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF FIELD SERVICES



COMPREHENSIVE EQUITY PLAN
For School Years
2016-17 through 2018-19

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. The school district, charter school and renaissance school project must have an Affirmative Action Team led by the Affirmative Action Officer to conduct a needs assessment and, if necessary, create a plan to address areas identified for improvement in the needs assessment. NJDOE Memo December 1, 2015,

We will gather our Affirmative Action Team within the next few weeks to begin the process of conducting a Needs Assessment in preparation to compile and submit a new Comprehensive Equity Plan for 2016-2019 that is due this April 2016. If you would like to participate in the Affirmative Action Team and/or review our current 2011-2014 Comprehensive Equity 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