

## New Year's Resolutions!



### Save the Dates!

- **January Lottery:** Wed. 1/11 at 5pm
- **Parent Financial Workshop:** Thurs. 1/12 at 5:30pm
- **Scholastic Book Fair:** 1/12-1/20
- **School Closed for MLK Day:** Mon. 1/16
- **Board Meeting:** Wed. 1/18 at 6:00 pm
- **Progress Report Conferences and Family Book Fair Night:** Thurs. 1/19 4:15-6pm
- **Parent Diabetes Workshop:** Thurs. 1/26 at 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](http://www.PrincipalKafele.com).

## Progress Report Conferences

Our Enrollment Lottery for the new school year, 2017-2018, will take place on Wed. January 11<sup>th</sup> 2017 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 1/10.

Please make every effort to come to school on Progress Report Conference afternoon on **Thursday, January 19<sup>th</sup> 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 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.

### Lands' End Uniform Source!

(In addition to Kids Place)  
Go to [www.prideacs.org](http://www.prideacs.org) or [www.landsend.com/school](http://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.

## Technology News! by Ms Becker

### You Won't Believe What Happens Next!



Technology changes so fast that it's really difficult to keep up with it. Even as a technology teacher, there are times when I am surprised not only by how fast things change, but by what that change means.

Recently, a student shared her passion for a particular YouTuber with me. This YouTuber makes a living—about \$3 million a year-- by posting videos online and getting people to watch them, often talking about conspiracy theories, especially something called “The Mandela Effect” which is the belief in alternate universes and how a group of people can misremember particular facts. The YouTuber in question stated that because he and his friends remembered things one way, it had to be the truth and anything different from that was a

conspiracy. An example that he gave was about how he and his friends remembered that Mandela died in jail; others involved spelling of certain people's names. While I was astonished by what he discussed, I was stunned by the fact that many of my students accepted his thoughts without checking them. The issue of students not investigating shocking claims is so great that the New York Times and NPR have been doing stories about it, Stanford University is studying it, and teachers everywhere are seeing it in their classrooms.

So what can we do? The starting point is to talk! Ask your children to share something they learned on YouTube. I promise you will be fascinated and amazed. Ask them about the person they learned it from. Is that person an expert? What are the facts behind what that person is saying? Does that person have anything to gain by getting people to watch his or her video? Use sites like Snopes.com and Factcheck.org to investigate the truth behind claims.

Many sites and videos play on people's fears and curiosity to encourage people to click through and watch because sites and YouTubers get paid by the number of people who visit or watch. Using phrases like *“You won't believe what they did!”* or *“...just use this one simple trick”* or *“5 of the most terrifying things you don't know about,”* people are enticed to click on the links. And that's fine. As long as they question what they read or see!

## #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.

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](http://www.prideacs.org)