



**FAMILY HANDBOOK ADDENDUM
Girls Prep Bronx Middle School
2017-2018**

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Guiding Principles of School Culture

Purpose over power

Effective classroom management is a means to desired ends: increased student learning and the development of stronger character.

Our mission requires high academic and behavioral expectations for all students. These expectations are manifested in rigorous and engaging content, careful and purposeful planning, and skillful teaching. Consistent consequences are but one of many ways of providing students with predictability and structure. They do not fill a void in an adult's authority. Effective classroom management is a means to desired ends -- increased student learning and stronger character -- not an end itself. The common intention behind both positive and negative consequences is to create a safe, predictable, and responsive environment for all students.

Prioritize relationships

Teachers at Girls Prep Bronx build strong relationships with students and use knowledge of individual students to respond to their socioemotional and academic needs.

Students must work to meet the expectations we set for them, but the key lever to improve adolescent behavior over the long term is the relationship we form with each student and the ongoing feedback we give them on that behavior. Students must trust that we have their best interests at heart in order to believe in that feedback rather than just comply in the moment.

Proactive procedures

We plan proactively to avoid misbehavior and teach clear procedures for all activities to build independence, reduce confusion and rule breaking, and maximize efficiency.

Our school is proactive in discipline; faculty and staff build a strong sense of community, get students excited about achievement, and support one another. We plan proactively to avoid misbehavior and teach clear procedures for all activities to build independence, reduce confusion and rule breaking, and maximize efficiency. A positive school culture benefits students and teachers in the classroom. Positive consequence shine the light on students that are meeting and exceeding the core values, providing an example for their sisters, and creating a culture where students positive actions are seen, valued, and celebrated.

Consistent consequences

There are predictable, ongoing positive and negative consequences aligned to students' choices.

Our approach to school culture aligns clear expectations with consistently-applied, logical consequences and strong teaching moves to make clear to students what is expected of them and what is unacceptable. Within the classroom, we acknowledge breeches in culture, address them, and offer a consequence or intervention every time. Consequences at Girls Prep Bronx serve as opportunities for students to learn from their choices and receive feedback to grow. To that end, we distinguish between academic consequences and behavioral ones, both positive and negative.

Our goal is to create a culture of achievement in our school. Together, we place the highest value on student achievement and show students the path to success. We will create a community where students are intrinsically motivated to learn.

Core Values

We use four **Core Values** to guide our actions and decision making, including how we think about student behavior. We believe students are capable of making choices, and conversations with students about their behavior should revolve around our shared values.

Responsibility: “I am responsible for myself and for the impact of my actions.”

Girls Prep Bronx Middle School teachers hold students to high academic expectations and are able to focus on effective instruction because consistent classroom management expectations are enforced by every teacher. Teachers proactively plan to avoid misbehavior. Students who choose not to meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. This education will serve our students long after they leave the structures of our school by providing them:

- the capacity to navigate intellectual and personal challenges with grace
- the ability to work independently and honorably
- the desire to plan ahead to meet goals
- a sense of responsibility for others and their communities

To help our students accomplish these goals, we use restorative justice practices in addition to traditional consequences, to ensure students understand the rationale for addressing the misbehavior and to ensure students learn to do the right thing, even when no one’s watching.

Scholarship: “I determine my future through hard work and education.”

In every classroom, teachers are presenting rigorous lessons and students are rising to the challenge. Teachers deliver great lessons; students are engaged and on-task throughout the entire class period. We make it clear to our students what they can achieve academically, and have faith in ourselves that we will help them to achieve it. Our strongest motivator is a student’s own desire to succeed. Ultimately, we realize that consequences, rewards and structures alone will not serve our students as well as helping them learn how to make good choices. We must strive to educate students around the true costs, benefits, and future implications of their behavior choices.

Merit: “My effort leads to my achievement.”

Academic success and opportunity are our greatest motivators. We believe that intrinsic motivators work. They are central to our mission. We start with the idea that students want to learn and want to be successful. We create a culture in which students are serious about making academic gains. We set ambitious goals.

Sisterhood: “I support my sisters and they support me.”

Students hold each other accountable and support each other in reaching ambitious goals. We think about the needs of others and how our choices impact them. We treat each other with kindness and care through acts of service. We know that cooperation includes careful listening and seeking first to understand and then to be understood. Staff, teachers, students, and families are a community; we work together to achieve a college-preparatory environment. Families are our partners and students know we communicate frequently with families, reporting their successes for celebration and missteps as an opportunity for growth.

The Bottom Line

We believe in a community where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. In this community space, they can thrive as students and as people. It is our job to provide this. This sense of community will come from showing and earning respect, being firm and positive, and sharing the love that brought us here, even when issuing consequences. **This community is what we choose to make it.**

Behavior Matrix

The positive and negative consequence rubrics are designed to encourage students to demonstrate our core values and identify positive behavior to build character skills. Both list a range of logical responses to consequences which staff may choose order to support students in learning skills which they will use throughout their lives, but especially in our mission of college completion. Please keep in mind to remind students about the intrinsic value of doing something because it is right, not just for merits.

Positive Behavior Matrix

Students can earn merits in each class daily by embodying our Core Values. Please note that while some of these behaviors are part of our daily expectations for students, they are sometimes worth recording when a student does particularly well or when there is a noted improvement in behavior.

Earning Merits (+2)		
Core Values	Behavior	Range of Rewards
Scholarship	<ul style="list-style-type: none"> ● Getting to work immediately ● Staying on task throughout the lesson ● Completing work at your highest ability in a timely manner ● Asking a direct question that supports learning ● Showing zest and enthusiasm for learning ● Being organized and actively participating in class 	<ul style="list-style-type: none"> ● Positive phone call or postcard home ● Earning eligibility for the trimester or year-end incentives (trips, gift certificates) ● Certificates and pins ● Earning Community Points for your advisory ● Recognition at Unity Meetings
Sisterhood	<ul style="list-style-type: none"> ● Encouraging others to make the right choices ● Encouraging and acknowledging a sister's grit or achievements in an appropriate manner ● Lending a sister a pen or pencil ● Holding the door for others ● Carrying supplies for a sister on crutches, or who has gone to the nurse ● Helping a sister push her thinking or supporting her learning (like disagreeing respectfully or asking a challenging question) 	<ul style="list-style-type: none"> ● Positive phone call or postcard home ● Earning eligibility for the trimester or year-end incentives (trips, gift certificates) ● Certificates and pins ● Recognition at Unity Meetings ● Earning Community Points for your advisory

	<ul style="list-style-type: none"> Listening patiently and speaking in a calm manner, using “accountable talk” and “I messages” even when frustrated 	<ul style="list-style-type: none"> Earning a school job like serving as student council rep or advisory ambassador
Responsibility	<ul style="list-style-type: none"> Working through distractions Following directions independently Bringing supplies to class without reminders Working independently on assigned task Showing self-control by communicating politely and knowing the time and place for self-advocacy Completing high-quality homework and classwork which reflects best thinking Being in uniform without correction 	<ul style="list-style-type: none"> Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates) Certificates and pins Recognition at Unity Meetings Earning Community Points for your advisory Special Uniform attire
Merit	<ul style="list-style-type: none"> Persevering through difficulty and mistakes with drive and purpose Managing frustrations and demonstrating a desire for continuous improvement Getting back to work after losing merits Completing all class and homework for the week Getting to work right away, without procrastination Seeking support when you are uncertain 	<ul style="list-style-type: none"> Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates) Certificates and pins Recognition at Unity Meetings Earning Community Points for your advisory

Earning Merits (+5)		
Core Values	Behavior	Range of Rewards
Scholarship	<ul style="list-style-type: none"> Leading discussions in a group Resisting distractions and staying on task Completing an assignment beyond what is expected Working hard to achieve all academic goals Showing eagerness by asking questions, researching to find the answer, and sharing knowledge so others may benefit and grow 	<ul style="list-style-type: none"> Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates) Certificates and pins Earning Community Points for your advisory Recognition at Unity Meetings
Sisterhood	<ul style="list-style-type: none"> Volunteering to help others (with permission) Helping another student get organized Supporting your sister when she is hurt or not feeling well 	<ul style="list-style-type: none"> Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates) Certificates and pins

	<ul style="list-style-type: none"> Showing kindness, compassion, gratitude and empathy by only speaking positively to and of each other 	<ul style="list-style-type: none"> Recognition at Unity Meetings Earning Community Points for your advisory Earning a school job like serving as student council rep or advisory ambassador
Responsibility	<ul style="list-style-type: none"> Helping to keep the school community clean Completing teacher assigned classroom job Taking ownership of mistakes and responsibility for improvement Taking ownership of missed learning, collecting and completing all missed assignments and homework 	<ul style="list-style-type: none"> Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates) Certificates and pins Recognition at Unity Meetings Earning Community Points for your advisory Special Uniform attire
Merit	<ul style="list-style-type: none"> Completing challenging class work/homework Completing extra credit work Showing leadership in difficult situations Completing every assignment to the highest level of excellence Advocating appropriately for oneself 	<ul style="list-style-type: none"> Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates) Certificates and pins Recognition at Unity Meetings Earning Community Points for your advisory

Earning Merits (+10)		
Core Values	Scholars will	Range of Rewards
Scholarship	<ul style="list-style-type: none"> Tutor others after-school, or in the Homework Center Showing continuous academic improvement Winning an academic game Presenting at academic showcase and/or unity meeting 	<ul style="list-style-type: none"> Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates, dress down days) Certificates and pins Earning Community Points for your advisory Recognition at Unity Meetings
Sisterhood	<ul style="list-style-type: none"> Getting help for another scholar when she is having a problem Serving as another scholar's orientation or support buddy Volunteering for school wide community service or with other community service organizations Preventing scholars from make poor choices 	<ul style="list-style-type: none"> Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates, dress down days) Certificates and pins Recognition at Unity Meetings Earning Community Points for your advisory

	<ul style="list-style-type: none"> Using "I-Messaging" to calmly communicate feelings 	<ul style="list-style-type: none"> Earning a school job like serving as student council rep or advisory ambassador
Responsibility	<ul style="list-style-type: none"> Showing honesty and integrity in the face of challenging situations Addressing a dangerous/ unsafe situation in a mature way Serving in a school job such as teacher's assistant, or advisory ambassador 	<ul style="list-style-type: none"> Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates, dress down days) Certificates and pins Recognition at Unity Meetings Earning Community Points for your advisory Special Uniform attire
Merit	<ul style="list-style-type: none"> Seeking extra help or enrichment from your teachers Showing significant improvement in overcoming obstacles (personal and/or academic) Self-assessing strengths and areas of improvement to continuously improve 	<ul style="list-style-type: none"> Merits Positive phone call or postcard home Earning eligibility for the trimester or year-end incentives (trips, gift certificates, dress down days) Certificates and pins Recognition at Unity Meetings Earning Community Points for your advisory

Losing Merits

These consequences will be enforced for violations of the Core Values Code during the school day, school events, or trips. Consequences are at the discretion of Girls Prep Bronx Middle School staff, and may include the use of restorative practices at any time should they be deemed the best, most supportive choice for that student. In addition, students may sometimes be assigned restorative community consequences in order to step back down the tiers of consequences or may step back down the ladder after a long time without the same offense as they work to improve their behavior. A consequence and a restorative practice may be applied to the same offense if deemed necessary to best support the student.

Students should not ever be surprised by the loss of merits as they should have had a conversation about the behavior with an adult that makes our high expectations clear and supports the student in understanding how to reach them. Research shows a correlation between merit systems and growth in student achievement and positive behavior but that correlation only exists in the short term so providing rationale and consistent teacher intervention are more critical to improving student behavior in the long term. Consequences include, but are not limited to the following:

Tier 1 (-1 Merit)			
Core Values	Infraction	Possible Examples/Description	Interventions
Scholarship	Disrupting learning, transitions, or school operations	Talking out of turn Putting one's foot or feet on chair or desk Behaving improperly in line Making inappropriate noises (e.g. giggling) Poor attitude	Please see Interventions section of this document for suggested interventions for these behaviors. In addition, teachers may consider restorative actions such as: Perform a special classroom duty tied to the

		Refusing to do work Distracted behaviors which substantially distract student from completing work like applying make-up, using lotion, etc. during class Other Disrespectful Conduct	infraction, write a letter of apology, complete an academic task (essay, PowerPoint) addressing research on the area of their infraction.
Responsibility	Failure to follow directions	Failure to follow instructions or re-direction; failure to use or adhere to school hand signals, unprepared, choosing not to follow food policy	
Responsibility	Uniform	Sweatshirt or other non-uniform item still on directly after a transition (i.e. after breakfast, after lunch, after outdoor activity)	
Responsibility	Electronics on, seen, heard, or used during school hours	Having a cell phone or other electronic device seen, heard, or used during the school day or during school events or trips	Cell phone/ Electronics <u>-1st offense:</u> confiscation <u>until the end of that day</u>
*All Tier 1 infractions that occur more than 4 times become Tier 2 infractions.			

Tier 2 (-5 Merits)			
Core Values	Infraction	Possible Description	Consequences & Restorative Practices
Responsibility and Scholarship	Late to Class	Scholars who enter class late without a pass	Verbal correction, reflection, scholar/teacher conference, Lunch reflection with teacher working on time management tutoring, Breakfast worktime to make up minutes missed, Call home
Responsibility, Scholarship and Sisterhood	Not Following Directions (more serious disruptions)	Loitering, walking purposefully slowly Not following a direction a teacher gave Student willfully does not follow a class procedure	Verbal correction, reflection, scholar/teacher conference Lunch reflection with teacher, scholar/teacher conference, phone call to family, community service project or research-based project on implications of actions
Responsibility	Comes to school out of uniform	Enters the building at breakfast out of uniform.	parent uniform drop-off or SFA provides uniform

Responsibility	Food Policy	Eating food outside the cafeteria, chewing gum or having gum, drinking beverages other than water	Item is held by adult until the end of the day, parent phone call
Responsibility	Cell Phone/ Electronics: Multiple Offenses	Student's cell phone rings, beeps, vibrates or makes any sound. If the cell phone is visible and/ or on the scholar's person	Cell phone will have to be turned into a staff member or DSFA upon arrival for 3 weeks
*All Tier 2 infractions that happen more than 4 times become Tier 3 infractions.			

Tier 3- Forfeit of Day's Merits (-10)			
Core Values	Infraction	Possible Examples/Description	Consequences and Restorative Practices
Responsibility and Sisterhood	Disrespect	Using inappropriate body or verbal language or swearing,	Written apology (personally delivered), class or school presentation, family conference with principal or DSFA, referral for counseling services
Responsibility	Inappropriate use of Cell Phone	If the scholar is using the cell phone during school hours, while in school or on a trip or at an event after completing a time of restricted availability in the DSFA office.	Confiscation <u>until</u> a parent or guardian can come in to retrieve the phone, completes research project on impact of digital devices on student learning.
Merit, Responsibility, Scholarship, and Sisterhood	Repeated Defiance	Includes students who repeatedly commit the same infractions, refusing to follow and comply to the rules and regulations at Girls Prep and making little to no effort to improve their behavior	AS Detention, Loss of privilege, Student creates plan to get support with emotional regulation with member of SFA team and/or School Social Worker, counseling
Merit, Responsibility, Scholarship, and Sisterhood	Dishonesty	Including but not limited to: lying, misleading staff, cheating, plagiarizing or colluding with another student by lying for her.	AS Detention, Loss of privilege, Suspension, Research the plagiarism policy of a high school or college of their choice
Responsibility	Unexcused Absence or Skipping class	Missing school without any documented proof of illness or other approved reasons. (See pg. 25) Wasting long periods of time outside of class or intentionally missing a class or any part of instructional time, including overuse of the bathroom pass or using the pass to do anything other than for which it was written.	AS Detention, Loss of privilege, Suspension, Help facilitate a circle discussion on truancy and identify why some kids skip school. Interview a recent high school graduate that

			dropped out of school and returned after recognizing the value of a high school diploma. Interview a college student and ask why he or she wants to complete college. Ask for help with an underlying problem that is causing the truancy with a home visit by a staff member.
Responsibility	Graffiti or Vandalism	Writing on, damaging or marking school property	Restorative Conversation, AS Detention, Community Improvement Project
*All Tier 3 infractions that happen more than four times become Tier 4 infractions			

These consequences require a traditional consequence but will also include restorative practices to bring the student back into community expectations.

Tier 4- Forfeit of Week's Merits (-50)			
Core Values	Infraction	Possible Examples/Description	Range of Consequences
Responsibility	Vandalism/Destruction of Property	Purposely defacing facilities or destroying resources	Family conference with principal or DSFA, referral for counseling services, student intervention plan, loss of privilege, community service, detention, suspension, expulsion, Community service, research project.
Sisterhood and Responsibility	Threatening	Spoken or written intent or suggestion to harm another student, staff or property	
Responsibility and Sisterhood	Fighting	Defined as two or more scholars who try to do harm to or defeat the other	
Responsibility and Sisterhood	Inciting Violence	Intentionally using language that has the effect of inciting another person on school grounds to take violent action	
Responsibility	Leaving class or campus without permission	Walking out of class without permission, leaving campus, entering PS 188 or MS 301 space	
Responsibility and Scholarship	Possession or use of a controlled substance or weapon	Drugs, alcohol or cigarettes, weapons	

Responsibility and Sisterhood	Unwanted and/or unsafe touches	Includes, but is not limited to pushing, pinching or kicking, and touches that makes another student feel uncomfortable, scared or vulnerable	
Responsibility and Sisterhood	Theft	Taking things that belong to others without permission	
Responsibility and Sisterhood	Bullying	Defined as repeated harm, threat or torment from one child or group of children toward another; includes in-person or cyber bullying both on and off campus. Can include using internet service or any technology (such as web pages and discussion groups as well as instant messaging or SMS text messaging) to support deliberate, repeated, and unkind hostile behavior by an individual or group with the intention of harming and hurting or excluding another person	
	Cyber Bullying		
Responsibility and Sisterhood	Group violence/Group Bullying	Two or more scholars planning, instigating or participating in acts to harm, embarrass, or bully others	

Academic Behaviors

While academic behaviors do not lead to a loss of merits, they are recorded in our Kickboard reporting system in order to track trends in student behavior, as well as communicate with families on a consistent basis. These behaviors will also impact students’ academic grades. They include but are not limited to:

<ul style="list-style-type: none"> • missing homework • being unprepared for class 	<ul style="list-style-type: none"> • failure to participate in an activity or discussion 	<ul style="list-style-type: none"> • low score on class assessment • missed important deadline
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Kickboard Policy

Kickboard is a tool to provide:

- Consistent communication among teachers
- Increased partnership with families
- Opportunity to see a student's whole day and changes in behavior over time and across classrooms
- Feedback for students on their character development and embodiment of the Core Values

Just as Engrade, report cards and progress reports provide data regarding academics so students, families, and teachers can track and support growth, Kickboard functions similarly to track and provides anytime online access to faculty and parents, as well as weekly printed reports, regarding character development so each student can set character and behavior goals on her road to college and career success. It can also be used to communicate about special events or key deadlines.

Each scholar begins the day with 10 merits, and depending on her choices in demonstrating the Core Values, she will earn or lose merits. By modeling the Core Values, students can earn merits; by choosing to violate the Core Values, scholars will lose merits. Infractions are tiered by four levels of severity and therefore have different numerical values. They are identified in the Behavior Matrix.

Scholars who maintain or surpass their 50 weekly merits are striving to develop the skills they will need to thrive in the high school, college, and their future career. These scholars will then be eligible for special incentives. Scholars with the highest merit average at the end of each month and at the end of the school year will be rewarded through incentives including: college immersion summer programs, career exploration programs, travel opportunities, field trips, plays, books, gift cards, movie tickets, special classroom and school jobs, socials and participation in end of year field trips.

When scholars choose not to demonstrate our core values, they will lose merits. The more severe the infraction, the higher the deduction and range of consequences will be (see Behavior Matrix). If a scholar loses 20 merits or more for the week (evidence of ongoing behavioral challenges), the students will conference with the SFA staff during before school, during lunch or after school to discuss student progress and goals for improvement. This list will be generated automatically from Kickboard and students will be met with as soon as they meet this threshold. This time is used to establish logical consequences or restorative actions the student needs to take in a written behavioral improvement plan written with that student that addresses the source of the misbehavior. If the behavior continues, parents or guardians will be called for a conference, during which consequences AND restorative actions will be determined to support the scholars in improving.

Families are expected to review the weekly written report with their child to discuss her successes and struggles and how to improve each week. Families acknowledge receipt by signing and returning the report each Monday morning. Parents should read and make comments on the back of the weekly, as needed. **Failure to return a signed report will result in a loss of 5 merits per day until it is brought in.**

Any additional consequences given to a student will be recorded in the Kickboard report which is sent home with your student or visible in your online account.

Healthy Food Policy

Girls Prep supports students in learning about nutrition and making healthy food choices. Therefore, students

are not permitted to bring to school or consume candy, soda, and foods with high sodium or sugary beverages. Unhealthy food or beverages that are open will be confiscated and returned to students at the end of the day.

Students will be allowed to have 100% juice, milk, and water in the cafeteria during lunch and only water in the classroom. Students are encouraged to bring water bottles and to fill them during lunch.

Uniform

Girls Prep Middle School	<p>Tops:</p> <ul style="list-style-type: none"> ● GPMS yellow, white or purple polo, or white oxfords with Girls Prep Middle School logo ● Solid navy blue cardigan, fleece or sweater vest over uniform shirt (no hoodies or sweaters of any other color) ● Solid-colored white or yellow long-sleeved shirts may be worn underneath the GP polo. ● Students may also earn specially colored polos for Core Values achievements which can be worn on Fridays. <p>Bottoms:</p> <ul style="list-style-type: none"> ● Solid navy blue uniform pants or capris, skirt, Bermuda shorts, or skort (no more than 2 inches above the knee “Rule of Thumb”); may be purchased through Flynn & O’Hara or your local retailer <p>Legs:</p> <ul style="list-style-type: none"> ● Solid black, white, navy blue or yellow stockings, leggings or socks (No patterned tights or fish net stockings) ● Solid colored leggings may be worn underneath the skirt; leggings may NOT be worn as pants. ● No denim <p>Shoes @GPBXM:</p> <ul style="list-style-type: none"> ● Any color closed-toe shoes, boots or sneakers (flat, rubber-soled) ● No heels, wedges, or boots that come over the knee
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Entry and Exit

Students may enter school at 8:00 a.m. through the rear doors of the auditorium on Trinity Avenue. They may eat their own or a school provided breakfast. Classes begin promptly at 8:30 a.m. at which time students should be seated in their classrooms.

Students exit the building through the cafeteria doors on Trinity Avenue. They will exit at 4:30 p.m. on Monday, Tuesday, Thursday and Friday. They will exit at 3:15 p.m. on Wednesdays only. Students may not leave the building in the 15 minutes prior to dismissal as staff will be supervising dismissal.