



**BROWNING MIDDLE SCHOOL
STUDENT/PARENT HANDBOOK
2020-21**

Browning Public Schools

Browning Middle School

900 South Piegan Street

P.O. BOX 789

Browning, MT 59417

Phone: 406-338-2725 Fax: 406-338-5320

Student/Parent Handbook Receipt 2020-21

I acknowledge that I have received and read a copy of the Browning Middle School Student/Parent Handbook. I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance of Browning Public Schools. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Parent's or Guardian's Name:

Parent or Guardian's Signature:

Date: _____

Student's Name:

Student's Signature:

Date: _____

Browning Middle School Student-Parent-Teacher Compact

- We expect students and adults to treat each other respectfully.
- We expect students and adults to show up every day, ready to learn and teach.
- We expect students and adults to disagree respectfully.
- We expect students and adults to problem solve respectfully and ask for assistance, from a neutral party, as needed.
- We expect students and adults to be treated respectfully, responsibly and in a safe manner that is consistent and just.
- We expect students and adults to communicate with each other when problems arise, promptly and in a positive manner.
- We expect adults to understand that students may not have all of the skills needed, educationally or emotionally, to navigate complex issues. Thus, adults will work with these students to create appropriate solutions and skills.

Student Signature: _____

Parent Signature: _____

Staff Signatures:

_____	_____
_____	_____
_____	_____
_____	_____

Parent/Guardians, and Students,

We are pleased to welcome you to a new and exciting year at Browning Middle School – a year focused on Standards Based Education resulting in our goal of increased student achievement.

Please read and review this handbook with your student as it contains important information regarding school policies and procedures. If you have any unanswered questions please contact us by phone or come into the school and talk to us personally. We encourage frequent communication between home and school, as it is important for the success of our students.

We encourage your involvement in your child's education and welcome your support throughout the year. You are invited to come into the school at any time with questions, concerns, and to celebrate your child's successes with us.

Please sign and return the student/parent signature pages to the school acknowledging that you have read the handbook and discussed its contents with your child. It is through working together that we will reach our goal of increased student achievement. Thank you for your cooperation.

The BMS student handbook contains information that students and parents are likely to need during the school year. The Student Handbook is designed in harmony with Board Policy. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook that have been made obsolete by newly adopted policy. Please note that references to policy codes are included to help parents confirm current policy. A copy of the District's policy manual is available in the school office and on the District website. In case of conflict between Board policy or any provisions of student handbooks, the provisions in the student handbooks are to be followed.

Sincerely,

William P. Huebsch, Ed. S.
Principal
Browning Middle School

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BMS Mission Statement

“We, the staff of Browning Middle School, commit ourselves to providing Culturally Responsive Teaching that will instill problem solving and critical thinking strategies through a high-quality education to produce students with 21st Century skills that will provide students an opportunity to achieve success throughout their life long journey”

BMS Guiding Principles

- We believe in high expectations for all students in their academics, attendance, behavior, and work ethic
- We value the principles and characteristics of the Blackfeet cultural identity and students learning the history and civics of the Blackfeet Reservation
- We take responsibility for increased student achievement and students achieving success in the curriculum and culture simultaneously as they come to know the world around them and work towards self-actualization
- We provide a safe place for all based upon all students taking control of and responsibility for the choices they make
- We offer a curriculum that reflects national, state, and local standards that requires students to think critically, problem solve, and work together using best practices of instruction and distributed leadership
- Students are expected to have a positive attitude and make the choice to become a hardworking, self-motivated, responsible, positive role model who has respect, knows how to be respectful and can show respect at all times.

Browning Middle School Staff

Administration:	William P. Huebsch, Principal Egan Black, Assistant Principal
Dean of Students:	Melinda Juneau
Office Secretaries:	Edna Pollock, Building Secretary Keven Sinclair, Attendance Secretary
Counselors:	Dana Sure Chief, 6 th Grade Sheila Rutherford, 7 th Grade Arlan Edwards, 8 th Grade
Instructional Coaches:	Tracy Momberg Darcy Skunk Cap
Athletic Director:	Steven Gallineaux
Home/School:	Josephine Hall (Attendance)
Librarian:	TBA
Nurses:	Charlene White Quills & Jodi Sabo
Security:	Chris Crosby
Gear Up:	Melanie Magee & Nathan Stone
Spookinaapi Prevention Program:	Jennifer Tatsey-Ehlers

Grade Level Teams & Departments

Grade Six Team

Adriane Tail Feathers

Victor Mad Plume

Aspen Many Hides

Autumn Gilroy

Laura Monroe

Carla WhiteGrass-Trombley

TBA

Grade Seven Team

Jodie Goss

Erin Gilham

Elizabeth Coleman

Brenda Kramer

Lori LaPlante

Cody Henderson

Grade Eight Team

Rudy Rivas

Racquel Little Plume

Julie Hayes

Robin Bear Child

Ron Tucker

Margaret Tailfeathers

Electives and Supplemental Programs

April Jiminez

Robert Bremner

June Matt

Mistyne Hall

Stan Whiteman

Carolyn Zuback

Sharon Tucker

Glenda Eagle Feathers

Carla White Grass

Physical Education/Health

8th-Sierra Heptner

7th-Dan Connelly

6th-Shontee Salois-Johnson

Special Education

Shonda Marceau-TA

Karla Monroe- TA

Iris Begay - PCA

TBA

TBA

Teacher Assistants

Robert Juarez

Sara Kuka

Kortni Guardipee

TBA

Custodial Engineers

Larry Bear Medicine

William Vielle

Steven Gallineaux

Kitchen/Cooks

Sarah DeRoche

Philip Sure Chief

AWARDS AND HONORS

Sookapi Students

Sookapi students are students that are meeting and exceeding the Browning Middle School's academic, social/emotional, and behavior expectations in all areas of the building. These BMS expectations can be achieved by students making the choice to learn, and then demonstrate, their knowledge by meeting 3 out of 5 basic expectations. These 3 of 5 are: No F's, Excellent Attendance, No Referrals, minimal weekly classroom behavior log documents (3 entries in all classrooms/week), and Honor Roll (if qualifying for HR then students cannot also claim No F's). Students can meet all 5 requirements by making the choice to attain excellence, by being consistent, and by constantly improving.

Sookapi students will be rewarded with the following: lunch recess, wear hats, wear hoods halfway, use of cell phone at lunch recess, good grades, respect, gift cards, gift certificates and other prizes. The Sookapi Students will be identified every Monday by 10:30 a.m. with a list being posted in the 6th grade, 7th grade, and 8th grade pods and in the cafeteria. Sookapi Students will most likely receive an Advancement letter while non-Sookapi Students will most likely receive a Retention Letter. The letter that is earned will then be mailed home 1-3 times a quarter. Students not on the Sookapi Students list will be required to attend mandatory lunch tutoring until they can provide evidence that they can meet 3 of the 5 BMS Sookapi Students expectations.

The non-Sookapi students will report to the Lunch Tutoring Room(s) to work on incomplete assigned classroom work or behavior packet. Non-Sookapi Students must report to the Lunch Tutoring Room(s) with their iPad and supplies rather than to the class they have after lunch.

Mandatory Lunch Tutoring	Sookapi Students (report immediately to the cafeteria)
M-Th, : (6th), 11:38am (7th), and 12:25pm (8th).	M-Th, : , (6th), 11:36am (7th), and 12:23pm (8th)
Friday, : (6th), 11:27am (7th) and 12:04 (8th)	Friday, : (6th), 11:25am (7th), and 12:02pm (8th)

Non-Sookapi Students (report to the cafeteria for lunch)	Sookapi Student Lunch Recess
M-Th, : (6th), 11:58am (7th), and 12:45pm (8th)	M-Th, : (6th), 11:48am (7th), and 12:35pm (8th)
Friday, : (6th) 11:47am (7th), and 12:24pm (8th)	Friday, : (6th) , 11:37am (7th), and 12:14pm (8th)

Non-Sookapi Students will also report back to the Lunch Tutoring when finished in the cafeteria.

QUARTERLY HONORS/AWARDS

- Perfect attendance award – Presented on a quarterly basis to those students who have no absences and no tardies (excluding school related and up to three days special circumstances). All students who have perfect attendance for the entire year will receive a major attendance prize at the end of the year.
- Outstanding attendance – At the end of the year, a student who has 98% or better attendance will be recognized with a major attendance prize.
- Excellent attendance award – Presented on a quarterly basis to those students who have been absent or tardy no more than 5% of the time.

HONOR ROLL

The Browning Middle School honor roll is published at the end of each quarter. Students who achieve a grade point average (GPA) of

3.0 or higher will be on honor roll. GPA is figured as follows:

A (100-90%) = 4 points

B (89-80%) = 3 points

C (79-70%) = 2 points

D (69-60%) = 1 point

F (59% or below) = 0 points

Students are placed in reading/language arts and math classes based upon individual academic needs. Students may achieve the honor roll based upon academic achievement in the intervention classes (Corrective Reading or Corrective Math) although they may not be performing at grade level.

NATIONAL JUNIOR HONOR SOCIETY

National Junior Honor Society (NJHS) is a world-wide organization available to students who maintain a high level of academic achievement; however, NJHS is more than just an honor roll. The Honor Society chapter establishes rules for membership that are based upon a student's outstanding performance in the areas of: Scholarship, Service, Leadership, Character, and Citizenship.

The chapter is governed in all matters by the rules, regulations, and Constitution of the National Junior Honor Society. "Membership in the National Junior Honor Society is both an honor and a responsibility. No student has a right to belong to the National Junior Honor Society – it is an honor bestowed by the faculty. Students selected for membership are expected to continue to demonstrate the qualities of scholarship, service, leadership, character, and citizenship" (NJHS Handbook, 1992 edition, p.13).

Students may earn the privilege of applying for membership in the BMS Chapter of National Junior Honor Society by receiving at least a 3.0 grade point average for three consecutive quarters, and by maintaining a behavior record that doesn't include any major (severe) violations of the behavior program. Students will be expected to maintain a 3.0 GPA; any NJHS member who falls below 3.0 GPA or who receives a major (severe) referral may have his/her NJHS membership revoked. Invitations to join and the application process take place in April, after 3rd quarter, with NJHS Induction in May.

NJHS members will be expected to take a leadership role and perform community service as part of their continued membership in National Junior Honor Society.

BOOK BAGS/BACK-PACKS/PURSES

Students are asked to carry only necessary books and supplies to classes. All bags/purses will be placed in lockers upon arrival to school and remain there until the end of the school day. School authorities may conduct a search of a student's bag that is based on a reasonable suspicion that the student has in his/her possession any item that he/she is forbidden to possess. Exceptions for students on an approved 504 plan.

CAFETERIA AND LUNCH RECESS EXPECTATIONS

Soda and other sugary drinks are not sold during lunch and students may not bring soda or other sugary drinks from home to drink with their lunch. No other outside food is allowed.

Students should bring anything they need for going outside with them when they go to the lunchroom (jacket, gloves, etc.). Once you enter the lunchroom, you will not be allowed to return to the hallway without an escort. Students will not go out during cold/extreme weather conditions.

CAFETERIA EXPECTATIONS

- Common Courtesy: use Please, Thank You, Excuse Me, etc. Be respectful of others.
- Keep hands, feet and objects to yourself.
- Talk in a quiet, calm voice. Help keep the room volume at a reasonable level.
- Enter the cafeteria and sit at a table. The lunch monitors will release tables one at a time to line up, so wait patiently for permission to leave your table. Once a student has chosen a seat, he/she is to remain in that seat for the entirety of lunch.
- Line up in a single file line and wait quietly to get your lunch.
- No butting in line, saving of seats, or inappropriate language.
- Keep the area around you clean; place garbage in the proper containers.
- Listen to the cafeteria supervisors and follow instructions the first time they are given.
- Cell phone use is prohibited.

LUNCH RECESS EXPECTATIONS AND PROCEDURES

- School equipment use is on a “first come, first serve basis.” Students are personally responsible for any equipment they bring from home.
- Equipment must be returned by the person who checked the equipment out as soon as the signal is given.
- Hanging from the basketball rims or nets is not allowed. Climbing on the fences is not allowed.
- Roughhousing, tackle football, and throwing snowballs are not allowed.
- Leaving school grounds is not allowed unless checked out by an adult on their check-out list.
- Students must get permission from the playground supervisors to enter the building.
- After recess, students will line up quietly in the designated area until released by supervisors.
- Students must use the restrooms in the cafeteria.

LUNCH

- Students are strongly encouraged to eat the lunch provided by the school district.
- If a student has food allergies, please contact the school nurse so that alternatives can be provided by the school lunch program.
- No outside drinks, other than water, will be allowed to be consumed at lunch.

CLOSED CAMPUS

BMS has a closed-campus. This closed-campus time begins when a student arrives at school (whether by bus, private car, or walking), and ends when the school day is over and the student leaves the campus. BMS students may not leave the school unless an adult, who is on their approved checkout list, checks them out. All adults checking out students must do so through the attendance office. For the safety of our students, we will release no student unless the adult picks him/her up at the attendance office.

COUNSELING SERVICES

The school counselor provides guidance services. Our middle school guidance counselors are knowledgeable in the area of the unique developmental stages of the emerging adolescent. The school counselors work with students, parents and staff to address issues related to personal, emotional, and educational topics. Small group and individual counseling sessions are available to all students. Additional services provided by the school counselors include the following:

- Advocating for student needs
- Coordinating response services to school, staff, and student crisis
- Focusing on the skills of an organized and sequential middle school guidance program which includes:
- Understanding of one’s self, appreciation of another perspective, wise decision making, and evaluation of one’s own behavior and actions.
- Developing transition process for students entering Browning Middle School
- Consulting with staff on student needs
- Providing resources and programs regarding career exploration
- Assisting 8th grade students with high school transition
- Orienting new students and families
- Being a liaison with community programs and services for Browning Middle School students
- Providing crisis intervention, conflict resolution and mediation as needed
- Attending Behavior Solutions meetings and Individual Educational Plan meetings

CURRICULUM/COURSES OFFERED

Math Reading Language Arts Science Social Studies PE/Health Electives Advisory

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

AVID is a seventh through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID stands for Advancement Via Individual Determination.

AVID targets students in the academic middle - B, C, and even D students - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation. If you are interested in learning more about AVID, please contact the BMS AVID coordinator.

READ 180 & SYSTEM 44

BMS offers an intervention reading program for our struggling readers. Contact Tracy Momberg if you have any questions about the reading program.

MATH 180

BMS offers two math programs: the core math program and a supplementary math program. The core math program is a curriculum designed for all students in grades 7-8 based on the Montana Common Core Standards. Our core math curriculum is for those students who are above, at, or slightly below grade level in math.

Contact Tracy Momberg if you have any questions on this math program.

PHYSICAL EDUCATION (PE)

Students are required to dress in appropriate clothing for physical education, and are required to actively participate on a daily basis, unless there is medical documentation (including a 504) supporting non-participation from a physician. Food and drink are not permitted on the gym floor.

DANCES

Dances are sponsored by various school organizations during the school year. Dances are subject to school guidelines and may be cancelled without sufficient student interest or appropriate numbers of chaperones. ALL STUDENTS ARE TO BE PICKED UP BY PARENTS 15 minutes after the dance ends. That is the time that supervision ends.

All school dances are governed by the following regulations:

1. Dances are for Browning Middle School students ONLY, and all BMS rules apply.
2. No person will be allowed in the dance if he/she is under the influence of alcohol or drugs, and law enforcement will be notified.
3. If a student has been to the dance and leaves, he/she will not be permitted to return to the dance.
4. Students on OSS will not be allowed to attend the dance.

DRESS CODE/ATTIRE REQUIREMENTS

School is a very important place of work. Students should come to their place of work with neat, clean, and adequate clothing that shows they are proud Browning Public School students. All students will wear clothing that is conducive to an education atmosphere and is safe and appropriate for all school activities. The following guidelines should be followed in determining appropriate school attire:

- Clothing advertising or advocating drugs, alcohol, tobacco use or products, or promoting gang activity, sexual content, obscenity or antisocial behavior is not allowed. Students wearing or displaying offensive messages will be required to change or cover the disputed message.
- Hats may be worn to school and worn during recess, but must be removed upon entering the hallway and left in the locker for the duration of the day.
- Hoods or other headgear may not be worn in school. Students can wear hoods during lunchtime.
- Gang-related apparel, as determined by BMS staff, is not allowed.
- Dresses must be of reasonable length: halter tops, tops without straps, tops baring midriffs or cleavage, short shorts and short skirts are not allowed. Shorts/skirts must be at least as long as the student's fingertips when their arms are flat at their sides.
- Sunglasses are not to be worn unless a certified medical reason is provided and a 504 plan is in place.
- Excessively baggy or saggy pants are not allowed: the waistband of pants should fit at the hipbone. Pants should not be worn so low that the undergarments are visible.
- Trench coats, spiked necklaces, bracelets or wallet chains are not allowed.
- Hickey's are not allowed at BMS. Students with hickey's will be sent home for the day.

Students who are in violation of the dress code will be excluded from class until appropriately dressed for school.

DRIVING TO SCHOOL

It is illegal and against school rules for middle school students to drive to school. Unlicensed, inexperienced drivers pose great risks to the safety of our students. If a BMS student is found to be driving to school, proper law enforcement authorities will be contacted and appropriate school behavior consequences may apply.

FIELD TRIP EXPECTATIONS

Browning Middle School students are expected to conduct themselves in an orderly and respectful manner whether on school grounds or attending a school-sponsored function or trip off school grounds. Field trips and off-campus school-sponsored activities are a privilege and not a right. As such, Browning Middle School reserves the right to disallow participation in field trips or other travel for those students who have demonstrated inappropriate behavior in the school setting.

Students who receive a severe referral will not be allowed to attend field trips for the entirety of the school year. Students who receive a severe referral or more than 4 classroom referrals will be put on a probationary period of at least two months in which to prove that they are capable of maintaining appropriate behavior. Field trips will not be allowed for those students during the two-month probationary period. If, at the end of that period, the student has proven his or her sincerity in maintaining appropriate behavior through receiving no additional referrals, he or she will again be eligible to again participate in field trips. If a student on probation receives a referral during the two-month probationary period, his or her two month probationary period starts over and he or she must maintain appropriate behavior for at least two more months before being eligible to attend field trips.

In cases where participation in a field trip is a required part of the student's grade, the student will be provided an alternative assignment and be given the opportunity to earn full credit on the assignment.

Students who do not attend field trips will still be expected to attend school and will be provided alternative required work during the school day.

Individual programs or classes may establish their own behavior expectations for participation in field trips. Those expectations must be approved by the building principal and provided to the parents at least two weeks before the scheduled trip.

FIGHTING

Fighting is a confrontation between two individuals in which each attempts to harm the other. The purposeful instigation of a fight will also be considered fighting for discipline purposes. Watching or recording a fight will also result in appropriate disciplinary consequences.

- In our Discipline Handling Guidelines a first fight will be a severe consequence resulting in 1 day OSS.
- In our Discipline Handling Guidelines a second fight will follow the discipline plan.
- All fights will be out of school suspended for the remainder of the day in addition to following the comprehensive behavior management plan.
- Three fights and/or instigating of fights may result in a recommendation for expulsion.
- Administration may use the principal's option to determine appropriate consequences.

GRADES

The evaluation of student achievement is one of the important functions of the teacher. The accepted marking system is as follows:

- Students will have a weekly grade posted in the online grade book from each class at the end of each school week.
- All grades will be posted in the online grade book as percentages.
- All grading systems are to include points for daily assignments, testing, and attendance
- Midterm grades will be available to students at mid-quarter.
- An incomplete grade is given only in those cases of illness, emergency, or situations prearranged between the teacher and student where it is not possible to complete the term's coursework by the end of a grading period.
- Work must be completed by the date set by the teacher giving the incomplete grade or the grade becomes an "F".
- Grades below a C in core classes may result in a referral to the Educational Team.
A =100-90 % B= 89-80 % C =79-70 % D =69-60 % F =59 % Or Below

HOME/SCHOOL COORDINATION

The Home School Coordinator serves as a liaison between families/community members and the District. In addition, this person establishes positive lines of communication and encourages active participation in the academic and social lives of students. The Home School Coordinator also provides the following services:

- Works with the school staff to help students having difficulty
- Contacts parents and students in an effort to help students come to school on a regular basis
- Keeps all information and records confidential
- Makes home visits on a daily basis to help resolve attendance and other issues
- Participates in parent involvement activities
- Arranges for homework to be delivered to sick, homebound, or suspended students.

OPEN GYM

Open gym is subject to all school rules and policies. Open gym is governed by the following regulations:

- Open gym is for Browning Middle School students ONLY, and all BMS rules apply.
- Any and all behaviors will have the same consequence as they would during the school day, in addition to consequences as determined by the open gym coordinator.
- Fighting (or other severe behaviors) during open gym will not only result in a behavior referral to the school administration, but will also result in a 4 months or longer suspension from open gym.
- If a non-BMS student attends open gym, his/her school will receive notice for disciplinary action.
- Repeated or severe offenses of open gym rules may result in a report to school security and/or law enforcement.

RECOMMENDATION FOR RETENTION

At Browning Middle School, a list of students will be compiled by a grade level counselor and provided to the building administrator to determine the number of students failing at least two major subjects at the end of the first semester. Students at risk of failing four major subjects will be compiled and provided to the building principal. Interventions tied to other services such as summer school, tutorial services, or alternative educational offerings will be considered for each individual child by grade level teams.

Retention will only be considered when in the best interest of the student. Retention rates will consist of no more than 5% of any given class.

SCHOOL HOURS/DAILY SCHEDULE

The school phone number is 338-2725 and the FAX is 338-5320.

Business Hours for the school are from 8:00A.M. until 4:30 P.M. Monday through Thursday and 8:00 am until 3:30 pm on Friday.

The school doors open at 7:30 in the morning and close at 4:00 P.M. Monday through Thursday and 3:00 P.M. on Fridays/early out days. Classes begin at 8:10 A.M. each day. School dismissal is at 3:35 P.M. Monday through Thursday, and 2:30 P.M. on Friday.

Students are asked to leave the building at the end of the last period unless they are participating in a supervised activity. Students will not be allowed in the gym for after school activities until an adult is present to supervise them.

We want all of our students to be safe after school. Please be prompt when picking up your child if he/she is not riding the bus. Your child needs to be picked up by 3:45 P.M. on Mondays through Thursday and by 2:50 P.M. on Fridays. If your student is not picked up, the office personnel will attempt to contact someone on your child's emergency contact list. In the event that we cannot reach anyone, we will call Child Protection Services.

If students are planning on attending tutoring after school, they must report immediately to the tutoring room and remain there until their transportation arrives and then exit the building. Students are not allowed to be in the hallways, classrooms, or gym after school without supervision by a BMS staff member. Students may lose their privilege of attending tutoring if they continually violate this policy.

SKATEBOARDS

Due to the risk of injuring themselves or others, students may not ride their skateboards on school grounds between 7:00 AM and 5:00 PM on school days. If students choose to ride their skateboards to school, they must dismount upon arrival at school property and carry the skateboard across school grounds and into the building. Students must turn their skateboards into the office upon arrival at school and pick them up at the end of the school day.

Skateboards may never be ridden inside the school building.

Students who fail to abide by these rules will lose the privilege of bringing their skateboards on school property.

EDUCATIONAL TEAM

The Educational Team is designed to be a bridge of support between families and the school. The main purpose of the Educational Team is to do everything possible to keep students in school. The Educational Team, and specifically the Intervention Team, has a problem-solving focus based on intervention and creating connections to services for students and their families and exists as part of the BMS Multi-Tiered System of Support. The Educational Team consists of the intervention team coordinator leader, reading facilitator/school team leader, grade level counselor, home/school coordinator, classroom teacher(s) of the student, administrator, and parents. If you would like support from the Educational Team concerning your child's academic, behavior, or attendance issues, please contact the BMS Administration at 338-2725.

STUDENT STORE

The student store opens from 8:00-8:10 every morning, at lunch, and after school. The student store stocks pens, pencils, other supplies, and nutritious snacks. The store maintains a "no charging" policy. Snacks will only be sold after school.

SUSPENSION

Students receiving OSS (out of school suspension) are not allowed to participate or perform in any school-sponsored activity until completing one full day of their regular schedule following the suspension. Students who are suspended from school are not allowed on any District #9 grounds or at any District #9 activities until they re-enter school.

TRANSFER FROM ONE CLASS TO ANOTHER

BMS administration strongly believes that consistency in a child's schedule and routine contributes to the academic success and mental well-being of the child. Because of the need for consistency, BMS administration discourages transferring students from one class to another except in cases that all other alternatives have been considered and/or exhausted. Students may only be moved for reasons affecting their education, emotional state, and/or safety. Parents and BMS administration, with input from the teacher(s) involved, must agree on whether a move would benefit the child.

BMS has established the following procedure for parents wishing to transfer their child from one classroom to another during the school year.

PARENT REQUESTING STUDENT TRANSFER

Class changes will only be made following these steps:

- Class changes will only take place at the end of each quarter, unless determined to be necessary by administration during the quarter. Changes will only be considered for reasons affecting the student's education, emotional state, and/or safety.
- Before the end of the quarter, the parent must come in and meet with the principal and put the request in writing. The request must include the reason for the needed change.
- Before the change takes place, the child must meet with the principal and/or counselor to discuss the problem and come up with possible solutions. If appropriate for the situation (as determined by the principal), the child will be asked to self-advocate with the people involved in the problem. In other words, the child will need to "speak up" for himself/herself in an attempt to solve the problem. The parent may be present and participate in this process, if desired. The counselor and an administrator will be in the meeting to mediate the process. In an attempt to alleviate the pressure put on the student, the only other staff member present will be the teacher of the class where the problem is occurring.
- At the meeting a solution will be decided upon by the team present. If the solution is to make the class change, the parent may then need to come in and meet with all the teachers whose classes will be affected by the change. Students will only be moved if there is room in the requested classroom, and if the move does not excessively disrupt the student's schedule.

The administrator will make all final decisions regarding the change request. If the parent does not agree with the solution, he/she may meet privately with the principal. If, after that meeting, the parent still is not satisfied, he/she may appeal the decision to the superintendent's office.

THE ADMINISTRATION RESERVES THE RIGHT TO SKIP SOME OR ALL OF THE ABOVE STEPS IN CASES WHERE THE SAFETY OR EMOTIONAL WELL-BEING OF THE STUDENT MAY TAKE PRECEDENCE.

TUTORING

Tutoring is available for any student who would like extra academic assistance, or who needs tutoring hours for eligibility reasons. Tutoring for all academic areas is available at lunch every day through the academic referral process and after school Monday, Tuesday and Thursday from 3:30 to 5:00. Mandatory Lunch Tutoring will be available every lunch period.

VISITORS TO THE SCHOOL

BMS students are not permitted to have guests attend class with them throughout the school year. The principal will approve/disapprove circumstances where students may request a visit if they are transferring to BMS. A daily schedule will be created to allow for a visit under these circumstances.

MTSS

Browning Middle School District is an MBI District. MBI refers to the application of positive interventions and system changes to achieve socially important behavior change. In Montana, MBI is transitioning to MTSS or a Multi-Tiered System of Support for behavior and academics. The process has been applied successfully with a wide range of students, in a wide range of contexts, and extended from an intervention approach for individual students to an intervention approach for entire schools. BMS will be utilizing DESSA to identify and assist students with social and emotional learning.

Social-Emotional Learning Assessment with the DESSA

The Devereux Student Strengths Assessment (**DESSA**), a social and emotional assessment, is a standardized, norm-referenced, strength-based measure of the social and emotional competencies of children to identify children with social and emotional needs. Use of the DESSA is to identify social and emotional challenges that have been linked to future academic and behavioral difficulties. Pinpoint at-risk children and strengthen their social and emotional skills through individualized instruction. The DESSA Comprehensive SEL System offers hundreds of Growth Strategies available at various grade levels (Primary, Intermediate, Middle) and in different settings including Universal (whole class/group), Small Group, Individual, and Take-Home. Each Growth Strategy targets one of the 8 CASEL-aligned SEL competencies that the DESSA measures: Self-Awareness, Self-Management, Optimistic Thinking, Personal Responsibility, Social-Awareness, Relationship Skills, Goal-Directed Behavior, Decision-Making

DESSA - Devereux Student Strengths Assessment

Research-Based: The DESSA is both nationally standardized and norm-referenced, with a standardization sample of n=2494. In addition, it exceeds the recommended standard for rater reliability. Growth Strategies are activities and lessons that provide actionable ways for educators to help their students improve their social and emotional skills.

Progress Monitoring: In addition to the full, 72-item DESSA and 43-item [DESSA-HSE](#), the [DESSA-mini](#) (a shorter, 8-item social-emotional learning assessment) can be used to monitor your students' social and emotional development throughout the school year, providing actionable data to steer quality SEL intervention.

CASEL Aligned: Aperture Education's 8 social and emotional learning (SEL) competencies are directly aligned to the Collaborative for Academic, Social, and Emotional Learning's (CASEL) highly-regarded five SEL competency framework.

Multi-lingual: The DESSA is provided in both English and Spanish, serving all raters – including families – who may not speak English as a first language.

Personalized Use: Along with access to the DESSA, DESSA-HSE, and DESSA-mini, users also have access to the full suite of growth strategies and foundational practices, as well as 24/7 system support and a team of dedicated personnel. This ensures that each user's experience is efficient, yet personalized.

DESSA information retrieved June 9, 2020, from <https://apertureed.com/dessa-overview/>

BEHAVIOR MANAGEMENT

The Browning Middle School Behavior Management, Leadership, & Prevention Plan is a positive approach to helping and supporting our students at BMS change their behavior. The plan is based upon the concept that teachers have a

right to teach and students have a right to learn and no one has the right to interfere negatively within the learning environment including the teaching or learning process of any individual. Teachers will allow students to make the choice to become hardworking, self-motivated, responsible, positive role models. Teachers will also teach students the importance of having a positive attitude, respect, and how to take control of their education by listening and learning while in school. Students will be expected to make the choice to become hardworking, self-motivated, responsible positive role models on a daily basis. Students will also be expected to learn what respect is, how respect is developed, and how to use the respect they develop for themselves to accomplish the goals that they set for the school year. By working together, teachers and students will learn to be respectful, have respect, and show respect in developing the positive relationships needed for students to understand the relevance of their education and learn as much as possible through the rigor of the curriculum.

BMS BEHAVIOR MANAGEMENT PLAN MATRIX

BMS students are expected to learn how to become young adults by taking responsibility for the choices they make, taking control of their behavior, changing their behavior if needed, and coming to know that rewards and consequences are earned through the positive and negative choices made on a daily basis. As young adults, students must take full responsibility for their choices and actions including: completing all discipline/ISS requirements, self-reporting to parents/guardians any behavioral consequences received, making phone calls to parents/guardians to self-report any suspension (ISS or OSS), and completing any missed work from class due to removal from class as a result of behavioral choices. As young adults, students must also work with administration to complete all consequences and change behavior.

As young adults, students must allow all school personnel to help and support them in changing their behavior including: following all rules and expectations in the classroom, listening to teachers and asking for help when needed, working with counselors as they help and support any non-academic issues, and listening too and respecting all adults in the building equally. Any non-compliance to the expectation of behaving like a hardworking, self-motivated, responsible, positive young adult will result in disciplinary action including: lunch detention, referral, OSS, or any other appropriate consequence assigned by administration.

TARDY PLAN/REFERRALS

Students are expected to arrive at every class on time every day. Arriving to class after the bell rings will result in the student being marked tardy.

When students are marked tardy, they will receive the following consequences:

1st Tardy - student signs the tardy log

2nd Tardy - student signs the tardy log

3rd Tardy - student signs the tardy log, phone call home and tardy referral

1st referral for tardiness - 1 day of lunch detention

2nd referral for tardiness - 2 days of lunch detention

3rd referral for tardiness - 3 days of lunch detention

4th referral for tardiness -1 day of Out of School Suspension

*Tardy referrals are documented as Minor Offenses on the behavior management plan.

Tardy Policy

Students who are more than 10 minutes tardy for class will be marked absent for that class. Students who are repeatedly tardy-absent for the first block of class (begins at 8:10) or absent will receive a letter after the 10th tardy-absence and will be referred to Blackfeet Family Court.

MINOR OFFENSE

Students are placed on this level when misbehavior in the classroom has progressed through the steps in the teacher's classroom management plan. This level is for less severe but consistent infractions and also includes but not limited to: Rough-housing, refusing to work, inappropriate use of electronic devices, cheating, plagiarism, tardies.

Student Name: _____ Teacher: _____

Browning Middle School Behavior Log

Be Responsible

Be Respectful

Be Safe

Date	Time	Incident <small>(Description of the incident in correspondence with the level)</small>	Student Signature
		1. <u>Warning:</u> 2. <u>Seat Change:</u> 3. <u>Removal:</u>	
		1. <u>Warning:</u> 2. <u>Seat Change:</u> 3. <u>Removal:</u>	
		1. <u>Warning:</u> 2. <u>Seat Change:</u> 3. <u>Removal:</u>	

Conference with Dean of Students or Administrator: Initials: _____

Notes/Steps Taken: _____

Refer to infraction guideline on next page for support determining incident level.

Minor Infraction	Definition
Disrespect	Verbal or non-verbal displays of rudeness or discourtesy. For example, inappropriate gestures, arguing, mocking, yelling, heavy sighing, rolling eyes.
Defiance	Continuous blatant refusal to comply with directions. For example, talking back or refusal to sit when repeatedly requested.
Non-Compliance	Passive failure or refusal to comply with requests or directions. For example, not complying with seat change after two redirects.
Dress Code	Wearing clothing that is not within the guidelines as defined by the school/district. Clothing with inappropriate slogans or logos, midriff shirts, spaghetti straps, hats, etc.
Disruption	Inappropriate disruption, distracting sounds or behavior or talking during instruction several times.
Physical Contact	Non-serious, but inappropriate physical contact. Shoving a person out of frustration or competitiveness, kissing, hugging, tripping, pushing, even in play.
Inappropriate Language	Inappropriate language not directed at others. Saying "this is stupid," "this sucks", profanity, etc.
Property Misuse	Use of school property that could be unsafe or inappropriate. Sniffing markers, using rulers as swords or bats, throwing rocks, etc.
Technology Violation	A student engages in non-serious, but inappropriate (as defined by school) use of cell phone, and/or any used technology; iPads, Chromebooks, Computers.
Tardy	A student has had 4 or more tardy violations in a quarter.
Major Infraction	Definition
Defiance/Disrespect	Continual refusal to follow requests or directions. Talking back, arguing, socially rude interactions, ignoring authority, leaving school grounds.
Physical Aggression	Inappropriate serious physical contact including anger that may result in injury. Intent to hurt another: hitting, punching, scratching, spitting, kicking, biting, etc.
Disruption	A student engages in behavior causing an interruption in a class or activity. Sustained loud talking, yelling or screaming; noise with materials; horseplay or rough housing; and/or sustained out-of-seat behavior.
Abusive/Threatening Language	Inappropriate language directed at others. Verbal or gestural messages that include threats, intimidations, "middle finger", pictures or written notes with the intent to harm or upset another.
Harassment	Disrespectful behavior (verbal or gestural) toward another student which is intended to disturb or upset including negative comments based on age, gender, race, religion, ethnicity, disabilities, sexual orientation or other personal matters.
Bullying	Harassment that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, overtime.
<i>The difference between harassment and bullying: Harassment is an action that is deliberately intended to cause pain or discomfort to the victim. Bullying is when a student socially degrades another student either for the purpose of increasing their own social standing or personal sense of power.</i>	
Inappropriate Display of Affection	Student engages inappropriate, consensual verbal and/or physical gestures/contact. Of a sexual nature to another student/adult.
Tardy	A student is exclusively late to class or the start-up of the school day.
Leaving Class	A student leaves class without permission.
Skipping Class/Truancy	Student skips class. or receives an "unexcused" absence for the entire class period.
Plagiarism/Forgery/Theft	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Dress Code Violation	A student wears clothing that does not fit with the school dress code. Repeat violation.
Lying/Cheating	A student delivers a message that is untrue and/or deliberately violates rules.
Technology Violation	Student engages in inappropriate use of a cell phone, and/or any used technology; iPads, Chromebooks, Computers, per district tech-agreement.
Fighting	Inappropriate serious physical contact, including anger between two or more students that may result in injury.
Property Damage/Vandalism	Deliberately destroying school property or property of another.



MINOR OFFENSE

Students are placed on this level when Misbehavior in the classroom as progressed through the steps in teacher's classroom management plan. Identified Behaviors Include *Classroom Disruption, Minor Profanity, Refusing to work, Sleeping in class Dress code violation, Excessive teasing, Off task, Out of seat, Not following teacher directive, Throwing items, late/tardy, Minor technology.*

***Possible Behavior Assessment**

1st Offense: _____ (date)
 Conference w/student
 Parent Contact
 1-day lunch detention
 Administrator Option:

***Possible Behavior Assessment**

2nd Offense: _____ (date)
 Conference w/student
 Parent Contact
 2-day lunch detention
 Administrator Option:

***Possible Behavior Assessment**

3rd Offense: _____ (date)
 Conference w/student
 Parent Contact
 3-day lunch detention
 Administrator Option:

***Possible Behavior Assessment**

4th Offense: _____ (date)
 Conference w/student
 Parent Contact
 4-day lunch detention
 Administrator Option:

***Possible Behavior Assessment**

5th Offense: _____ (date)
 Conference w/student
 Parent Contact
 5 day lunch detention
 Administrator Option:

***Possible Behavior Assessment**

6th Offense: _____ (date)
 Conference w/student
 Parent Contact
 1/2-day ISS
 Administrator Option:

Major OFFENSE

Once students complete the "major" level or for serious misbehavior - Serious misbehavior includes but not limited to: *Physical aggression, Major profanity, Weapons, Threats, Theft, Sexual/Inappropriate/Racist comments, Vandalism, Cheating, Truancy/Skipping (10+ minutes), Gang activity, Bus violations, Technology violation, Non-Compliance during an emergency drill or emergency.*

***Possible Behavior Assessment**

1st Offense: _____ (date)
 Conference w/student
 Parent Contact
 1/2-day ISS
 Administrator Option:

***Possible Behavior Assessment**

2nd Offense: _____ (date)
 Conference w/student
 Parent Contact
 1-day ISS
 Administrator Option:

***Possible Behavior Assessment**

3rd Offense: _____ (date)
 Conference w/student
 Parent Contact
 2-day's ISS
 Administrator Option:

***Possible Behavior Assessment**

4th Offense: _____ (date)
 Conference w/student
 Parent Contact
 3-day's ISS
 Administrator Option:

***Possible Behavior Assessment**

5th Offense: _____ (date)
 Conference w/student
 Parent Contact
 1 day OSS
 Parent letter home
 Administrator Option:

***Possible Behavior Assessment**

6th Offense: _____ (date)
 Conference w/student
 Parent Contact
 2 day OSS
 Parent letter home
 Administrator Option:

Severe Behavior

Once students complete the "severe behavior" level or for serious misbehavior - Serious misbehavior includes but not limited to: *Fighting – punching, Tobacco/drugs/alcohol, Disorderly conduct - causing disruption to the environment, Assault, Sexual harassment/Title IX, Arson, threat to public safety pulling the fire alarm, or any threat to the school.*

***Possible Behavior Assessment**

1st Offense: _____ (date)
___ Conference w/student
___ Parent Contact
___ 1 day OSS
___ Parent letter home
___ Administrator Option:

***Possible Behavior Assessment**

2nd Offense: _____ (date)
___ Conference w/student
___ Parent Contact
___ 2 days OSS
___ Parent letter home
___ Citation
___ Administrator Option:

***Possible Behavior Assessment**

3rd Offense: _____ (date)
___ Conference w/student
___ Parent Contact
___ 5 day's OSS
___ Parent letter home
___ Citation
___ Administrator Option:

***Possible Behavior Assessment**

4th Offense: _____ (date)
___ Conference w/student
___ Parent Contact
___ 10 day's OSS
___ Parent letter home
___ Citation
___ Administrator Option:

***Possible Behavior Assessment**

5th Offense: _____ (date)
___ Conference w/student
___ Parent Contact
___ 10 day OSS
___ Parent letter home
___ Citation
___ Administrator Option:

:

Citations

Sex-ting

- When receiver bring to adult attention - no consequence
- When receiver accepts and sends to others - just as responsible as sender
- Child pornography - did you create, did you send, what was intent
- Kids creating fake account using a staff name (can trace back to where created -- long process/investigation)
- Parent contact law enforcement
 - If outside of school day
 - School contact SRO - share information
- Under 14 no consent - parent choice
- 14- 16 can waive Miranda and can choose not to have a parent involved (parent has to be present and agree to waive)
- At 16 children can consent to sexual contact without parent consent
- OK to share with child that parent owns phone

Citations for vaping vs marijuana

- Vaping (MIP= violation of tobacco laws) - status offense city court
- Marijuana (illegal drug) non-status and goes to youth court
 - Seems backwards

Citing for fighting - does the parent have to request or can the school share information of repeated offenses

- Threats toward student/staff in a public setting may have alternative avenues (threats could also be considered disorderly conduct)
- Victim needs to press charges if personal
- Assault does not have to be physical - can be a threat and believed to be imminent
- **Crime Victim Advocates office** - will help in extreme circumstances when students/families are fearful

Behavior Consequences

Leveled Behaviors

- Removal - classroom behavior
- Skip/Truancy
- Tardies
- Minor - non classroom behavior
- Major
- Severe

Minor Behaviors

- Identified Behaviors Include
 - Classroom Disruption
 - Minor profanity
 - Refusing to work
 - Sleeping in class
 - Dress code violation
 - Excessive teasing
 - Off task
 - Out of seat
 - Not following teacher directive
 - Throwing items
 - late/tardy
 - Minor technology
- 1st - 5th offense:
 - Teacher contacts parents, completes ODR if assigning the ODR
 - BIR/CR assigns 1 lunch/recess restriction
 - Email to teachers
 - P/u at lunch
 - AP meet with student at lunch
 - AP contacts parents if student misses lunch/recess restriction
 - Receive additional day
 - Blackboard call to parents
 - After 5 missed days = ½ day ISS
- 6th Minor offense = 1 Major offense
 - ½ day ISS + parent contact

Major Behaviors

- Identified Behaviors Include
 - Physical aggression
 - Major profanity
 - Weapons
 - Threats
 - Theft
 - Sexual/Inappropriate/Racist comments
 - Vandalism
 - Cheating
 - Truancy/Skipping (10+ minutes)
 - Gang activity
 - Bus violations
 - Technology violation
 - Non-Compliance during an emergency drill or emergency
 - Chronic Minor (5 minors)

- 1st offense:
 - ½ day ISS + parent contact
- 2nd offense
 - 1 day ISS + parent contact
- 3rd offense
 - 2 days ISS + parent contact
- 4th offense
 - 3 days ISS + parent contact
- 5th offense
 - 1 day OSS + parent contact
- 6th offense
 - 2 days OSS + parent contact

Severe Behaviors

- Identified Behaviors Include
 - Fighting - punching
 - Tobacco/drugs/alcohol
 - Disorderly conduct - causing disruption to the environment
 - Assault
 - Sexual harassment/Title IX
 - Arson
 - Any Major behavior that is citable
- 1st offense:
 - 1 day OSS + citation + parent contact
 - Self report -- 1 day OSS + parent contact
 - Provide option for student to present at initial conversation
- 2nd offense
 - 2 days OSS + citation + parent contact
- 3rd offense
 - 5 days OSS + citation + parent contact
- 4th offense
 - 10 days OSS + citation + parent contact
- 5th offense
 - 10 days OSS + Possible Recommendation to expel

Citations

Sex-ting

- When receiver brings to adult attention - no consequence
- When receiver accepts and sends to others - just as responsible as sender
- Child pornography - did you create, did you send, what was intent
- Kids creating fake account using a staff name (can trace back to where created -- long process/investigation)
- Parent contact law enforcement
 - If outside of school day
 - School contact SRO - share information
- Under 14 no consent - parent choice
- 14- 16 can waive miranda and can choose not to have a parent involved (parent has to be present and agree to waive)
- OK to share with child that parent owns phone

Citations for vaping vs marijuana

- Vaping (MIP= violation of tobacco laws)
- Marijuana (illegal drug) non-status and law enforcement notified

Citing for fighting - does the parent have to request or can the school share information of repeated offenses

- o Threats toward student/staff in a public setting may have alternative avenues (threats could also be considered disorderly conduct)
 - o Victim needs to press charges if personal
 - o Assault does not have to be physical - can be a threat and believed to be imminent
- o **Crime Victim Advocates office** - will help in extreme circumstances when students/families are fearful

FIREARMS

In accordance with the provisions of the state and federal law and the GUN FREE SCHOOLS ACT, any student who brings a firearm onto school property shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from the District Superintendent.

OUT OF SCHOOL SUSPENSION

Students receiving OSS (out of school suspension) are not allowed to participate or perform in any school-sponsored activity until completing one full day of their regular schedule following the suspension. Students who are suspended from school are not allowed on any District #9 grounds or buses, or at any District #9 activities until they re-enter school.

RE-ENTRY MEETINGS

Any student who serves OSS must return with a parent/guardian for a re-entry meeting. If a parent/guardian does not bring the student to school for the re-entry meeting, the student will be sent home until the meeting occurs. Re-entries will begin at 9:00 a.m.

BULLYING REPORTING PROCESS

The Bullying Incident Log documents the following information from students when a report is given:

1. Date, Time
2. Names of all Students Involved, grade level, and nature of their involvement
3. The student is then asked what Type of Bullying Incident occurred.
4. An Incident Description is then given by the student and documented in the log
5. The Incident Location is then documented
6. The person taking the report and turning the report/log over to administration is identified in the Incident Report By section
7. The final part of the Bullying Incident Log is the completing of the Action Taken section by administration
8. Parent contact will be made by student, teacher, administrator-verbally and/or in writing See APPENDIX A for a copy of the Bullying Incident Log.

BULLYING CONSEQUENCES

The Bullying Incident Log consequences will include, but are not limited to: detention, ISS/OSS, parent contact, Check In/Check Out, and education/training on how to stop bullying

SEVERE BULLYING

Severe Bullying includes, but is not limited to: physical bullying, threats/intimidation, and verbal bullying

1. Physical Bullying-hitting, punching, pushing, kicking, inappropriate touching, wrestling
2. Threats/Intimidation-instigating fight, threatening to fight, requesting a fight, physical gestures
3. Verbal Bullying-cussing, screaming, gossip, cyber, teasing, mean/inappropriate comments, inappropriate gestures

Severe Bullying consequences will include, but are not limited to: ISS/OSS, parent contact/support, Check In/Check Out Card, education/ training, parent escort for day(s), multiple days lunch detention. Students will receive a Severe referral for Bullying.

REPEATED BULLYING

Students making the choice to continue bullying other students despite having received consequences for multiple Bullying Incident Logs and/or four referrals for Severe Bullying will face Out of School Suspension for up to 10 days. Repeat bullying incidents by individual students may result in those students being removed from school for up to 10 days with a possible recommendation for expulsion. Repeat bullying will be determined by the accumulation of multiple Bullying Incident Logs and/or multiple Severe Bullying referrals by individual students. Students who repeatedly bully will be considered a safety risk to the students that they are bullying and may no longer be allowed into the general school setting.

BULLYING: PARENT/GUARDIAN SUPPORT

Browning Middle School is dependent upon active parent/guardian participation for complete and successful elimination of bullying on the school campus. BMS requests parents/guardians provide the appropriate help and support to all students involved in the bullying circle. Parents/guardians will be given the opportunity to be involved in helping prevent bullying in school by talking to their child about bullying, sharing concerns with the teacher/administration, taking reports of bullying given by their student, and reporting to administration.

Parents of students being reported as bullies will have the option to attend each class in school with their child, in lieu of the student receiving consequences.

ATHLETICS AND ACTIVITIES

Various activities, clubs, and sports will be available for students to participate in throughout the school year. A list of all available activities will be given to the students at the beginning of the school year. Students must meet academic eligibility to participate in all extra-curricular activities.

