



**BROWNING MIDDLE SCHOOL
STUDENT/PARENT HANDBOOK
2024-2025**

Browning Public Schools

Browning Middle School

901 South Piegan Street

P.O. BOX 789

Browning, MT 59417

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

Student/Parent Handbook Receipt 2024-2025

I acknowledge that I have received and read a copy of the Browning Middle School Student/Parent Handbook. I understand that the policies, procedures and practices contained in this handbook govern student behavior and expectations while in attendance at 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 this handbook.

Parent's or Guardian's Printed Name:

Parent or Guardian's Signature:

Date: _____

Student's Printed 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- students ready to learn and adults ready to teach.
- We expect students and adults to agree and 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 treat each other 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 with unconditional positive regard to create appropriate solutions and develop appropriate 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 and Indian Education For All resulting in our goal of increased student achievement in closing the achievement gap.

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, email, or come into the school and talk to us personally. We encourage and want frequent communication between home and school, as it is important for the success of our students. We encourage and want your involvement in your child’s education and we 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 by the end of the first week of the school year. 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 directly from BMS Administration. 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,

*Dennis Juneau
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 to instill problem solving and critical thinking skills through a high-quality education to produce students with 21st Century strategies that will provide them with an opportunity to be successful throughout their life long journey”

BMS Guiding Principles

- We believe in high expectations for all students in their academics, attendance, behavior, social/emotional learning 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 with a learning environment 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, collaborate, 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
- Students are at BMS to learn; if they are unable to focus on learning then they are provided with a multi tiered system of support for their SEL/academic needs to get back to learning
- In addition to learning, students will be expected to work daily on the development of their self management, self awareness, social awareness, positive relationships, and responsible decision skills

Browning Middle School Staff

Administration: Dennis Juneau, Principal
Angela Heavy Runner, Assistant Principal

Office Secretaries: TBD, Building Secretary
Sara Kuka, Attendance Secretary

Athletic Director: Kellen Hall

Instructional Coaches: Heidi Dubray-Burns
Brittney Burns

Counselors: Jennifer Ehlers, 6th Grade
Kimberly Tatsey-McKay, 8th Grade
Arlan Edwards, 7th Grade

Home/School Liaison: Dennis Juneau, Principal
Harold Mad Plume

Dean of Students: Patrick Hagan

Librarian: Alysa Arrowtop

Nurse: Virbekke Carpenter
TBD

Security: Chris Crosby
Robert WeaselHead

Gear Up: TBD
TBD

**Spookinaapi
Prevention Program:** Kayla Burns

Grade Level Teams & Departments

Grade Six Team

English Language Arts-	Jacy Racine
Math-	Myron Heavy Runner
Physical Education-	Douglas Blackman
Science-	Sherina Whitford
Sp. Education Resource 6-	Wendy Mad Plume
Social Studies-	Francine DeRoche

Grade Seven Team

English Language Arts-	Adriane Tail Feathers
Math-	Katie McDonald
Physical Education-	Jasmine Meineke
Science-	Cheri Larson
Sp. Education Resource 7/8-	Irish Uribe
Social Studies-	Aspen Many Hides

Grade Eight Team

English Language Arts-	April Jiminez
Math-	Margaret Tailfeathers
Physical Education-	Elisha Davis-Kennedy
Science-	Jodie Goss
Sp. Education Self Contained-	Diane McDonald
Social Studies-	Daniel Connelly

Electives and Supplemental Programs

Art-	Shontee Salois-Johnson
Band-	June Matt
BNAS 7th-	Stan Whiteman
BNAS 8th-	Carolyn Zuback
BNAS 6th-	Angel Marceau
Choir-	Adrien Wagner
Technology-	Mistyne Hall
Wood Shop-	Joshua Shooter

Special Education

Personal Care Attendant-	Teresa Reevis
Personal Care Attendant-	Janet Lamere
Teacher Assistant-	Karla Monroe
Teacher Assistant-	Susan Racine

Teacher Assistant-

Rebecca Crawford

Teacher Assistants

Javier Bustos

Racquel Vaile

Carole Harwood

Courtney Spotted Eagle

Custodial Engineers

TBD

Stacy Little Dog

Steven Gallineaux

William Vielle

Kitchen/Cooks

Ashley Blackman

Cissy Morris

Stephanie Blackman

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.

AWARDS AND HONORS

Sukapi Students

Sukapi students are students that are meeting and exceeding the Browning Middle School's academic, social/emotional, attendance and behavior expectations in all areas of the building. These BMS expectations are met when students make the choice to learn, and then demonstrate their knowledge by meeting these high expectations. The expectations are: No F's in any class; Good Weekly Attendance which is set at 90%; No Classroom Removals for behavior for the week; No Severe or Extreme Referrals for the month. Sukapi Students learn responsible usage of SEL supports to change behavior and/or learn from negative behavioral choices; Sukapi Students learn self motivation to improve attendance and/or to improve academic performance. Students can meet all Sukapi Student requirements by being positive role models and by making the choice to try... and then to work hard to attain excellence by trying to be consistent and by trying to constantly improve.

Sukapi students will be rewarded with the following: lunch recess including gym usage when applicable especially during inclement weather, wear hats, good grades, respect, gift certificates, weekly and monthly incentives and activities in addition to other prizes. *The Sukapi 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 lobby area.* Students not on the Sukapi Students list will be required to attend mandatory lunch tutoring until they can provide evidence that they can meet the BMS Sukapi Students expectations. Non Sukapi Students will also NOT be invited to weekly and monthly incentive activities. Sukapi Students starts the 3rd Monday of each quarter.

The non-Sukapi students will report to the Lunch Tutoring Room(s) to work on incomplete assigned classroom work and/or behavior packet. Non-Sukapi Students must report to the Lunch Tutoring Room(s) with their school supplies rather than to the cafeteria for lunch during lunch recess. Non-Sukapi Students will also report back to the Lunch Tutoring when finished in the cafeteria.

QUARTERLY INCENTIVES/AWARDS

- Quarterly incentives will consist of gift certificates, gifts, homework passes and participation in Fun Friday and the monthly BIG activities. Yearly incentives consist of, but are not limited to, gift certificates, swimming, roller skating, movies, bowling, and other supervised activities out of district.

ATTENDANCE

- 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 and will be awarded weekly with incentives during lunch recess.
- Excellent attendance award– At the end of the year, a student who has 98% or better attendance will be recognized with a major attendance prize.
- Good attendance award – Presented on a quarterly basis to those students who have been absent or tardy no more than 5% of the time.
- Improved Attendance- Presented to students who improve their attendance from below 50% to at least 75% over a two week cycle of 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 the 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 the National Junior Honor Society.

BOOK BAGS/BACK-PACKS/PURSES

Students are asked to carry only necessary 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. **There will be no bags, back packs/purses allowed in any classroom at any time unless approved by BMS administration.** 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 include being 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 may bring their own lunch to school but it must be in an approved lunch container that is brought to the lunch room at the beginning of lunch by the student & cannot be fast food or deli food that is delivered at the start of lunch. Any unapproved drink or lunch will require the student to drink or eat in an area away from the cafeteria or have the item(s) confiscated.

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 cutting in line, saving of seats, running, 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.

-Once in the cafeteria and lobby area you cannot leave cafeteria/lobby without permission and/or an escort

Students in violation of these expectations will have lunch recess taken away for up to one week at a time and/or will be required to have a parent/guardian sit with them during lunch to prevent disciplinary consequences from being applied. All outside recess and inside gym usage will also be taken away from individuals or groups of students for violating these expectations.

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, upon signal.

- 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 near 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.
- No outside drinks, other than water, will be allowed to be consumed at lunch.

CALMING ROOM

The Calming Room is a supportive environment which assists students in their self-calming efforts by offering them an environment of relaxation and an opportunity to self-regulate so they may return to the regular classroom environment. Students will still be expected to attend Google Classroom and complete their assignments. The Calming Room has a four (4) hour time limit per day. If any student exceeds more than four hours per day, they will be put on Homebound. This room will be in use as needed.

CELL PHONES

Cell phones are prohibited at Browning Middle School. A cell phone is considered personal property and the school is not responsible for lost or stolen cell phones. Your student may check in their phone at the front desk upon arrival for safe keeping. If your student chooses to check in their phone it will be given back to your student at the end of the day. Any cell phones that are visible, regardless if it is put away, will result in the cell phone being confiscated. Confiscated cell phones will follow the behavior management plan and only be released to adults on the student's Infinite Campus profile. Refusing to follow the request of an adult to turn the cell phone in will result in additional consequences.

CLOSED CAMPUS

BMS is 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 including academic and attendance support
- 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 sixth-grade 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 Building Principal.

ALEKS

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 6th-8th 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. Our supplementary math program, called ALEKS, is a program for students who are below grade level and need added support. The supplementary math program is taken in addition to the regular core math curriculum.

READ 180 & SYSTEM 44

BMS offers an intervention reading program for our struggling readers. Contact the Instructional Coaches if you have any questions about the reading 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 (OUTSIDE OF THE SCHOOL DAY)

Dances provided by BMS will take place during the school day as a Big monthly incentive activity, dances will not be scheduled outside of the normal school day. However, any dances that may occur outside of the school day and are sponsored by various school organizations are subject to school guidelines and may be canceled 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. Student(s) under the influence of alcohol or drugs will not be allowed in the dance 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 by Sukapi Students and worn during recess.
- Hoods or other headgear may be worn in school by Sukapi students and be can worn during lunchtime, however, the entire face must be visible at all times.
- Gang-related apparel, as determined by BMS staff, is not allowed.
- Dresses must be of reasonable length: halter tops, tops without straps, tops bearing 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.

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.

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 or extreme referral, or more than 6 classroom removals, 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, or instigating a fight, will use Restorative Practices and up to 2 days OSS.
- In our Discipline Handling Guidelines a second fight, or repeat of instigating a fight, will follow the discipline plan.
- All fights, or instigating a fight, will most likely be Homebound for the remainder of the day in addition to following the comprehensive behavior management plan and assigning consequences up to 10 days OSS.
- Three fights and/or instigating any fight 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 by 3pm every Friday in the Infinite Campus grade book from each class each week.
- All grades will be posted in the Infinite Campus grade book as percentages.
- All grading systems are to include points for daily assignments, assessments, 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

HOMEBOUND

Students who are homebound will be required to continue their education via work packets or using their iPad and attending their Google Classrooms. Homebound (HB) students are not allowed to participate or perform in any school-sponsored activity until completing one full day of their regular schedule following the assigned homebound. Students who are homebound from school are not allowed on any District #9 grounds or at any District #9 activities until they attend a re-entry meeting with a parent/guardian and attend one regular day of school.

HOME/SCHOOL COORDINATION

The Principal 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 Principal is the Home School Coordinator and 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.

MTSS-Multi-Tiered System of Support

Browning Middle School District is a Montana Behavioral Initiative (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 academics, attendance, social emotional learning, and behavior. 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.

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 an 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

Monday - Thursday			Friday		
All Grades			All Grades		
Breakfast	7:30 - 8:07	[37]	Breakfast	7:30 - 8:07	[37]
Advisory	8:10 - 8:40	[30]	1st	8:10 - 8:55	[45]
1st	8:43 - 9:31	[48]	2nd	8:58 - 9:43	[45]
2nd	9:34 - 10:22	[48]	3rd	9:46 - 10:31	[45]
3rd	10:26 - 11:14	[48]	4th (6th Lunch)	10:34 - 11:19	[45]
4th (6th Lunch)	11:17 - 12:05	[48]	5th (7th Lunch)	11:22 - 12:07	[45]
5th (7th Lunch)	12:08 - 12:56	[48]	6th (8th Lunch)	12:10 - 12:55	[45]
6th (8th Lunch)	12:59 - 1:47	[48]	7th	12:58 - 1:43	[45]
7th	1:50 - 2:38	[48]	8th	1:46 - 2:30	[44]
8th	2:41 - 3:30	[49]			

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

The school doors open at 7:45 A.M. 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 2:25 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 3:40 P.M. on Mondays through Thursday and by 2:40 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.

Social-Emotional Learning Assessment with 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/>

STUDENT STORE

The student store is an incentive for students who earn BMS Bucks for good deeds completed during the school day. The student store will be open during scheduled incentive times.

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 3:45 to 5:00. **Mandatory Lunch Tutoring will be available during the lunch period for students who are failing a class.**

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.

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 HALO BMP Per Quarter

High (H)-OSS Consequences 5-10 days, Shelter Card for up to 10 days, Sent Home for rest of the week (or similar length of time HB not as a consequence to develop re-entry plan of support)

4-6 Severe Referrals

4-6 Classroom Removals (Behavior Support)- Student will work with the Principal and Assistant Principal and the family will be involved to develop support plan

0-1 Extreme Referral

5-7 days Sleeping In Class (SEL Support)- Student will work with administration and/or counselor and the family will be involved to develop plan of support

5-7 days Refusing To Work (Academic Support)- Student will work with administration and/or counselor with the family provided the option of sitting in class with student

Average (A)-Sent Home rest of the day and possibly the next day HB, not as a consequence, Shelter Card up to 5 days, Lunch Detention, Possible OSS consequences up to 5 days

2-3 Severe Referrals

2-3 Classroom Removals (Behavior Support)- Student will work with Assistant Principal and/or Dean of Students and the family is contacted by AP, DOS, and classroom teacher(s)

3-4 days Sleeping In Class (SEL Support)- Student will work with Dean of Students and counselor to develop plan of support with family contacted

3-4 days Refusing To Work (Academic Support)- work with Dean of Students and counselor to develop plan of support with family contacted

Low (L)-Sent Home rest of the day (HB-No Consequences), Lunch Detention, Possible OSS consequences up to 2 days

0-1 Severe Referrals

0-1 Classroom Removals (Behavior Support)- Student will work with Dean of Students and the is family contacted by DOS and the classroom teacher

1-2 days Sleeping In Class (SEL Support)- Student will work with DOS and counselor to develop initial support plan, family contacted if needed

1-2 days Refusing To Work (Academic Support)- Student will work with DOS to develop initial plan of support, family contacted if needed

Other (O)-OSS 6-10 days, Shelter Card up to 15 days, Remote Learning Option, Recommendation for Expulsion

More than 6 Severe referrals

More than 6 Classroom Removals

Two or more Extreme Referral

More than 8 days Sleeping In Class

More than 8 days Refusing To Work

Extreme behaviors:

-Assault

-Drugs (possession, distribution, and consumption)

- Alcohol (possession, distribution, and consumption)
- Threat (verbal or physical)
- Weapons (possession and distribution)
- Gang Activity (involves 2 or more students)
- Breaking and Entering
- Vandalism
- Sexual Harassment

Severe behaviors:

- Bullying
- Theft
- Insubordination
- Hazing
- Overt Defiance
- Fighting
- Instigating a fight
- Abusive/Threatening Language

Minor behaviors:

- Skipping class/Truancy
- Dress code violation
- Tardy
- Lying/Cheating
- Technology Violation
- Inappropriate Display of Affection
- Plagiarism/Forgery
- Inappropriate Language

3 Step Removal Process for Behavior Management: Students are removed from class for behavior management support when the student is stopping the teacher from teaching and/or stopping another student from learning and/or stopping the class from functioning as planned. Students will be removed from class along with a behavior log documenting that the removal process has been followed accordingly with a Warning, Seat Change, and then Removal. Dean of Students or Administration will contact the family at the time of the removal and the teacher will contact the family at their earliest convenience. Teachers will call the front office for removal support. Principal option will be applied according to the HALO planning.

Teachers will also contact the front office for:

- SEL Support for students sleeping in class- student will be removed from class and provided the time and space to wake up, get support and get back to learning; family or the appropriate agency will be contacted for any safety concerns
- Academic Support for students refusing to work- student will be removed from class and provided the support needed to find out why they are refusing to work and then returned to the classroom at the appropriate time and in a timely manner. Principal option will be applied if this academic support becomes a behavioral support need.
- Any severe or extreme behavior that is occurring in the classroom will result in the teacher calling the front office. Principal Option will be applied to determine**

support and/or consequences.

Shelter Card: Student is allowed in the building. The student reports immediately to the front office upon arrival to school campus to pick up their shelter card for the day; the secretary will provide the student with a shelter card and sign off on date and time; the student will remain at the front office until after the tardy bell rings and then they will be escorted to class; the student will transition from classroom to classroom one minute before the bell rings with the teacher signing off when they student leaves and the next teacher signing off on the arrival time; one minute before lunch the student will be sent to the front office and again following the sign in/out process; the system will be repeated for the afternoon. The student will not be unsupervised while in the building and will not be around any other students without direct staff supervision. It is the student's responsibility to complete this shelter card process in order to get themselves out of the shelter card requirements. Students will also have the option to "earn days off" by showing us with their actions that they can be in full compliance with the shelter card requirements based upon their own choices and actions. The family will also be provided the option to accompany their student in lieu of the shelter card. Students will be escorted for any hall pass, nursing, or restroom needs and breakfast and lunch will be provided. The following choices will most likely result in a shelter card for up to 15 days depending upon repeated behavior and/or severity of the actions.

- Vaping (possession, consumption, and distribution)
- Skipping (after multiple support attempts have been attempted)
- Bullying/Harassment (after multiple support attempts have been attempted or due to severity of actions and/or threat(s))
- Threats (can begin with first threat attempt depending upon severity and after an attempt at support has been provided)
- Assault (any completion of assault action or to minimize OSS consequences)
- Weapons (possession, distribution or to minimize OSS consequences)

Family Support Option/Homebound- Students when sent home for the rest of the day (and the next day) as Homebound will also have a support plan in place upon their return to school. The families are involved throughout this process. **Families also always have the option to sit with their student/shadow their student in lieu of any consequences, shelter card plan, or going homebound.** Students sent Homebound are expected to reset while they are out, to work with their family, and to develop their own personal responsibility expectation plan. The focus is on the re-entry back to school and supporting students and families with restorative practices as opposed to consequences that align to the student's individual behavior management folder.

Remote Learning- If this option is available it will be applied upon approval of the family and the school. This support will be applied as a restorative support plan to get students back to in person learning as soon as possible. Contact District Administration at (406) 338-2715 and District Administration will work with the Building level administrators on scheduling and developing a remote learning plan.

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 accountability for their actions including: completing

all discipline requirements, self-reporting to parents/guardians any behavioral consequences received, making phone calls to parents/guardians to self-report any suspension, 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 take full accountability to 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 and throughout the building, listening to teachers and asking for help when needed, working with counselors as they help and support any non-academic issues, and listening to and respecting all adults in the building equally. Any non-compliance to the expectation of making the choice to behave like a hardworking, self-motivated, responsible, positive young adult will result in disciplinary action including: lunch detention, referral, HB, OSS, or any other appropriate consequence assigned by administration.

The Behavior Log is kept as a record of student behavior. A new behavior log is used to document behavior each day.

CLASSROOM REMOVAL LOG

Student Name: _____ **Date:** _____

<u>Step</u>	<u>Action</u>	<u>Time</u>	<u>Notes regarding behavior</u>	<u>Student Signature</u>
<u>1</u>	Verbal Warning			
<u>2</u>	Classroom removal/Call home			
<u>3</u>	Lunch Detention			

Teacher Name: _____ **Date:** _____

Description of steps

1. **Verbal Warning-** Warnings are to occur in private between the staff and student with the specific behavior identified.
2. **Time Out/Seat Change:** 1-3 Minute timeout in which the student is allowed to regroup and refocus for re-engagement.
3. **Classroom Removal & Phone Call Home w/ Teacher-** Teacher will call the office and ask for a behavior removal (office will notify personnel responsible for removals and someone will come to your room) and Staff Member will make the phone call home regarding the behavior and document the contact in infinite campus.

TARDY PLAN/REFERRALS

Students are expected to arrive to every class on time every day. Arriving at class after the bell rings will result in the student being marked tardy. Teachers are responsible for monitoring and reporting any needed support for tardy issues.

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 the building principal for support.**

Description of Behaviors

Minor Infraction (DOS)	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 refusing 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 phones, and/or any used technology; iPads, Chromebooks, Computers.
Tardy	A student has had 4 or more tardy violations in a quarter.
Severe Infraction (AP)	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	Students engage in 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 (Dean of Students)

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, classroom removals, refusing to work (document only), sleeping in class (document only), inappropriate use of electronic devices, cheating, plagiarism, tardies.

1st Offense: _____ (date)
 _____ Conference w/student
 _____ Parent Contact
 _____ Administration Option: _____

2nd Offense: _____ (date)
 _____ Conference w/student
 _____ Parent Contact
 _____ Lunch Detention _____ day(s)
 _____ Administration Option: _____

3rd Offense: _____ (date)
 _____ Conference w/student
 _____ Parent Contact
 _____ Lunch Detention _____ day(s)
 _____ Administration Option: _____

4th Offense: _____ (date)
 _____ Conference w/student
 _____ Parent Contact
 _____ Lunch Detention _____ day(s)
 _____ Administration Option: _____

5th Offense: _____ (date)
 _____ Conference w/student
 _____ Parent Contact
 _____ Lunch Detention _____ day(s)
 _____ Administration Option: _____

6th Offense: _____ (date)
 _____ Conference w/student
 _____ Parent Contact
 _____ Lunch Detention _____ day(s)
 _____ Administration Option: _____

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 or guardian for a re-entry meeting. If a parent 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 8:45 a.m. and must be scheduled in advance.

CITATIONS

Citations for Vaping vs Marijuana

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

Citations for Assault -

- 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

Citations for 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 student/staff name (can trace back to where created -- long process/investigation)
- Parent contacts the law enforcement
 - If the event occurs outside of the school day, 406-338-4000.

WHAT IS BULLYING

Bullying is when someone purposefully says or does mean or hurtful things to another person who has a hard time defending himself or herself on a repeated basis. Bullying can take many forms such as hitting, verbal harassment, spreading false rumors, not letting someone be a part of the group, and sending nasty messages on a cell phone or over the internet. **Students being bullied must immediately report the bullying to at least 3 adults including to the teacher or counselor (or nearest adult such as a TA); a building administrator (Assistant Principal or Principal); and a parent or guardian at home. The bullying report must happen immediately or in a reasonable amount of time.** Again, students are encouraged to report the bullying to an adult at home to allow

parent/guardian participation to take place and to provide support to the student in the reporting process. Students are expected to report each incident of bullying that occurs in order to receive help and support from administration to stop the bullying. **Reports will be handled on an individual basis and be documented with a Bullying Incident Log.** Students and/or staff can complete the *Bullying Incident Log* and a log must be completed with each bullying report. The Bullying Incident Log will also list the consequences for the student being reported to have been bullying.

*Severe individual bullying incidents may result in a referral and the corresponding consequences.

BULLYING REPORTING PROCESS

All Bullying reports are to be made to the nearest adult, Assistant Principal, Principal, Counselor, and a parent/guardian. Reports should not be made to any other students/friends, adults only. **All Bullying reports must be completed on the The Bullying Incident Log.** 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. Individual(s) taking the report, must be identified when turning it over to the Assistant Principal.
7. The final part of the Bullying Incident Log is the completion of the Action Taken section by Administration
8. Parent contact will be made by student, teacher, administrator-verbally and/or in writing.

BULLYING CONSEQUENCES

The Bullying Incident Log consequences will include, but are not limited to: Detention, ISS/OSS, HB, 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

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

Severe Bullying consequences will include, but are not limited to: OSS, HB, parent contact/support, Shelter 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 to bully other students despite having received consequences for multiple Bullying Incident Logs and/or referrals for ongoing and continued Severe Bullying of an individual student

will be placed on Homebound for up to 10 days. **Repeated 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.** Repeated 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 or into the school building.

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 immediately reporting to administration.

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