



**BROWNING MIDDLE SCHOOL
STUDENT/PARENT HANDBOOK
2026-2027**

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 2026-2027

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 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 the handbook.

Student's Printed Name: _____

Student's Signature: _____

Date: _____

Parent's or Guardian's Printed Name: _____

Parent or Guardian's Signature: _____

Date: _____

Signature Required - Sign and Return to BMS

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: _____

Signature Required - Sign and Return to BMS

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,

John E. Palois

*Principal
Browning Middle School*

TABLE OF CONTENTS

LISTING	PAGE
Handbook Receipt Form	1
School-Parent-Staff Compact	2
Families Welcome	3
Mission Statement/Guiding Principles	6
BMS Portrait of a Learner	7
BMS Staff Listing	8-9
~~ Attendance Matters~~	10
School Hours/Daily Schedule	10
Tardy Plan/Referrals	10
Tardy Policy	11
Attendance Incentive Procedures	11
~~ Culture Matters~~	12
Athletics and Activities	12
Awards and Honors SUKAPI Students	12
BMS Tickets	13
Incentives/Awards	13
~~ Graduation Matters~~	13
Scheduling	13
Curriculum/Courses Offered	13
Supplementary Math	13
Supplementary Reading	13
Physical Education	14
Grades	14
Honor Roll	14
National Junior Honor Society	14
Tutoring	15
8th Grade Celebration	15
Educational Team	15
Recommendation for Retention	15
~~ Safety Matters~~	16
Cafeteria, Lunch, & Recess	16
Cafeteria Expectations	16
Lunch	16
Recess Expectations	16
Calming Room	17

Cell Phones/Electronic Devices	17
Closed Campus	17
Counseling Services	17
Dances	18
Dress Code/Attire Requirements	18
Drinks at School	19
Driving to School	19
Field Trip Expectations	19
Fighting	20
Homebound	20
Home/School Coordination	20
Open Gym	20
Skateboards	21
Social-Emotional Learning Assessment with DESSA	21
Visitors to the School	22
Behavior Management	22
Behavior Management Plan Matrix	22
Behavior Log	23
Description of Behaviors - Minor Infraction	23
Description of Behaviors - Major Infraction	24
Behavior Referrals	25
Assault	25
Extreme Referrals	26
Firearms	26
Out of School Suspension	26
Re-Entry Meetings	27
Citations	27
What is Bullying	27
Bullying Reporting Process	27
Bullying Consequences	28
Severe Bullying	28
Repeated Bullying	29
Bullying: Parent/Guardian Support	28

BMS Mission Statement

Our mission is to promote partnerships between students, parents, teachers, and the community that create a positive and safe learning environment, grounded in Blackfeet culture, for our children to learn and grow. We nurture pride, resilience, and respect.

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.

BMS Portrait of a Learner

Browning Middle School Portrait of a Learner



**Based on the four competencies:
Growth Mindset, Collaboration, Personal Responsibility, & Critical Thinking
BMS students will excel in the following:**

Safety Matters:

Responsibility for my own safety

- Being responsible for my own safety means showing up ready to learn and making choices that keep me safe. This includes managing my emotions, using calming strategies, and speaking up when something doesn't feel right. It also means using technology safely, following classroom expectations, and doing my best—even when it's hard.

Responsibility to my community

- I am an important part of the BMS community. Being responsible means treating others with kindness and respect, standing up against bullying, and helping everyone feel safe and included. Whether I'm in the hallway, online, or out in the community, my actions help create a safe and welcoming place for everyone.

Lifelong habits for success

- The choices I make now help shape my future. When I make safe decisions, manage challenges in a calm way, and speak up for myself and others, I build habits that lead to success. These skills will help me stay safe, reach my goals, and become a strong leader.

Culture Matters:

Responsibility for my own cultural knowledge

- My culture shapes how I think, learn, and see the world. Learning my culture is my responsibility - it's up to me to stay curious, ask questions, and work hard. Being culturally knowledgeable makes me a better student.

Responsibility to my community

- My culture shapes how I think, act, and treat others. Being a positive member of my community and understanding cultural etiquette is my responsibility - it's up to me to be kind, helpful, and respectful. When I know and value my culture and respect other cultures, I help make my community stronger.

Lifelong habits for success

- Learning about my culture develops my identity. My identity shapes how I think, learn, and grow. It's up to me to work hard, make good choices, and keep trying. When I honor my culture, I build a strong path to success.

Attendance Matters:

Responsibility for my own attendance

- Every day I attend school, I take ownership of my learning, my goals, and my future. I'm showing that my education matters to me.

Responsibility to my community

- When I attend school regularly, I show respect for my teachers, classmates, and family. I'm contributing to a stronger, more supportive learning environment for everyone.

Lifelong habits for success

- Being on time, being present, and being engaged are habits that lead to success — in school, in relationships, in college, and in careers.

Graduation Matters:

Responsibility for my own education

- My future is in my hands. It is my responsibility to use my knowledge, choices, and strength to create a life of purpose and success in high school. I will come prepared and be actively engaged in the classroom.

Responsibility to my community

- Education is a gift meant to be shared. What I learn today, I will pass on tomorrow - to my family, my people, and my community. Middle school graduates stand at a new trailhead. Just as students have gained knowledge through their culture, today's students move into high school carrying the lessons of the past.

Lifelong habits for success

- Success means working hard, staying true to my values, and never giving up. I honor my responsibilities as a student and a future leader.

Browning Middle School Staff

Administration:	John E. Salois, Principal Sheila Hall, Assistant Principal
Office Secretaries:	Shaundel CalfBossRibs, Building Secretary Jessica Salois, Attendance Secretary
Athletic Director:	TBD
Instructional Coaches:	Genevieve Bragg TBD
Counselors:	Arlan Edwards, 6 th Grade Kimberly Tatsey-McKay, 7 th Grade Verna OwlChild, 8 th Grade
Home/School Liaison:	TBD, Attendance Harold Mad Plume
Dean of Students:	TBD
Librarian:	Alysa Arrowtop
Nurse:	Vibekke Carpenter
SpEd Nurse:	Margaret Anne Adams
Security:	Chris Crosby Robert WeaselHead
Gear Up:	TBD - Gear Up Coordinator Talee RidesAtTheDoor - Gear Up Specialist

Grade Level Teams & Departments

Grade Six Team

English Language Arts-	Jacy Racine
Math-	Myron Heavy Runner
Physical Education-	TBD
Science-	Kortni Guardipee
Social Studies-	Marti Eaglefeathers
Special Education-	Wendy Mad Plume

Teacher Assistants

Javier Bustos
Raquel Vaile
Courtney Spotted Eagle
TBD

Grade Seven Team

English Language Arts-	Adriane Tailfeathers
Math-	Katie McDonald-Boyce
Physical Education-	Krystee Tailfeathers
Science-	Cheri Larson
Social Studies-	Jodie Goss
Special Education-	Wendy Mad Plume & Louise Giebel

Custodial Engineers

Steven Gallineaux
Jenny WeaselHead
Stacy LittleDog
William Vielle

Grade Eight Team

English Language Arts-	Aspen Many Hides
Math-	BreeAnna Polk
Physical Education-	Elisha Kennedy
Science-	Tristan Smith
Social Studies-	Daniel Connelly
Special Education-	Cheyenn Tingson
BJA	Francine DeRoche

Kitchen/Cooks

Stephanie Blackman
Ashley Blackman
TBD

Electives and Supplemental Programs

Art-	Shontee Johnson
Band-	June Matt
Choir-	Adrien Wagner
6th BNAS-	Angel Marceau
7th BNAS-	Stan Whiteman
8th BNAS-	TBD
Reading -	Kayla Jeckell
Shop -	TBD
Supplemental Math -	Rudy Rivas
Technology-	Mistyne Hall
Family Consumer Science	Kaitlyn Sharp

Special Education

Special Education-	Diane McDonald
Special Education-	Wendy Mad Plume
Special Education-	Louise Giebel
Teacher Assistant-	Karla Monroe
Teacher Assistant-	Monty Lucke
Teacher Assistant-	Geraldine Gopher
Teacher Assistant-	Ellen Hall
Personal Care Attendant -	Janet Lamere
Personal Care Attendant-	Mariah Posey
Personal Care Attendant-	Joyce Watts
Personal Care Attendant -	Shaun Still Smoking
Personal Care Attendant -	Justine Steward
Speech Therapy Assistant -	Keven Sinclari

ATTENDANCE MATTERS

SCHOOL HOURS/DAILY SCHEDULE

Monday - Thursday			Friday		
Breakfast	7:30 - 8:07 (Students released at 8:05 from Cafeteria)	[37]	Breakfast	7:30 - 8:07 (Students released at 8:05 from Cafeteria)	[32]
Period 1	8:10 - 8:58	[48]	Period 1	8:10 - 8:55	[45]
Period 2	9:01 - 9:49	[48]	Period 2	8:58 - 9:43	[45]
Power Block	9:52 - 10:22	[30]	Period 3	9:46 - 10:31	[45]
Period 3	10:25 - 11:13	[48]	Period 4 (6th Lunch)	10:34 - 11:19	[45]
Period 4 (6th Lunch)	11:16 - 12:04	[48]	Period 5 (7th Lunch)	11:22 - 12:07	[45]
Period 5 (7th Lunch)	12:07 - 12:55	[48]	Period 6 (8th Lunch)	12:10 - 12:55	[45]
Period 6 (8th Lunch)	12:58 - 1:46	[48]	Period 7	12:58 - 1:43	[45]
Period 7	1:49 - 2:37	[48]	Period 8	1:46 - 2:30	[44]
Period 8	2:40 - 3:30	[50]			

Business Hours for the school are from 7:30 A.M. until 5:00 P.M. Monday through Thursday and 7:30 am until 4:00 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 3:30 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 2:45 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 or a club 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 after school activities if they continually violate this policy.

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.

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 get three minutes to transition between classes. They are expected to be seated in their class before the tardy bell rings. Students who are more than 10 minutes late for class will be marked absent for that class. It will count as a tardy-absence which is unexcused and will affect participation in activities. 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.**

ATTENDANCE INCENTIVE PROCEDURES

100% EXEMPLAR ATTENDANCE

- ✓ At school everyday (no absences-period, no tardy absences)

PERFECT ATTENDANCE W/DOCUMENTATION:

- ✓ Have no tardies-attendance is taken at 8:15 a.m. and tardy slips are given after
- ✓ Have no check outs before 2:00 pm (M-Th) and 1:00 pm (F or any early out)
- ✓ School Related absences will not count against student
- ✓ Medical absence will not count against student (with proper verification)
- ✓ Special Circumstance and Culture Activity absences will not count against student up to 3 days

98% EXCELLENT ATTENDANCE

- ✓ Student can have up to 4 absences
- ✓ Can be checked out during the day for no longer than 2 hours & must return before end of day
- ✓ School Related absences will not count against student
- ✓ Medical absence will not count against student (with proper verification)
- ✓ Special Circumstance and Culture Activity absences will not count against student up to 3 days

95% GREAT ATTENDANCE

- ✓ Student can have up to 9 absences
- ✓ Can be checked out during the day for no longer than 2 hours & must return before end of day
- ✓ School Related absences will not count against student
- ✓ Medical absence will not count against student (with proper verification)
- ✓ Special Circumstance and Culture Activity absences will not count against student up to 3 days

90% GOOD ATTENDANCE

- ✓ Student can have up to 18 absences
- ✓ Can be checked out during the day for no longer than 2 hours & must return before end of day
- ✓ School Related absences will not count against student
- ✓ Medical absence will not count against student (with proper verification)
- ✓ Special Circumstance and Culture Activity absences will not count against student up to 3 days

MOST IMPROVED ATTENDANCE

- ✓ Selected by building Attendance Committee-weekly, monthly, quarter, semester and year end

COUNT DAY ACTIVITIES

- ✓ Occurs 2 times per year in October and February - Special activities on these days, student recognition and attendance drawing incentives

~ CULTURE MATTERS ~

The staff of BMS incorporate the language, culture and the BPS writing system into planned monthly culture days. Teachers implement the essential understandings regarding Montana Indians as outlined under Indian Education for All into the instruction of their lessons.

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. See BMS athletics handbook 2026-27.

BMS offers the following sports for students to participate in:

Cross country	Football	Basketball
Volleyball	Wrestling	Softball
Cheerleading	Track	

Clubs are also offered at the school and are open to all BMS students:

Crochet club	Code girls club	Shred club
Rodeo club	AVID club	STEAM club
Acts of Kindness club	Leather craft club	Student council
Junior National Honor Society	Family literacy night	

AWARDS AND HONORS

SUKAPI Students

Sukapi Students exceed expectations academically, socially, and behaviorally. Students earn Sukapi Student status weekly by meeting the following criteria:

- Passing all classes
- Excellent behavior - zero behavior referrals and less than 3 Behavior Log entries
- 85% attendance

Sukapi Students will be rewarded with lunch recess, invitations to quarterly Fun Friday events, and other prizes. 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.

Students who have not earned Sukapi Student status will be required to attend lunch tutoring to complete classroom work and/or a behavior reflection.

BMS TICKETS

On a weekly basis teachers and staff will hand out tickets based on classroom expectations. Students place their ticket into the weekly drawing container at the office. Grade level drawings occur each week to recognize positive behavior.

INCENTIVES/AWARDS

- Quarterly incentives will consist of participation in Fun Friday activities and prize drawings.
- Yearly incentives will consist of, but are not limited to, bigger field trips such as swimming, roller skating, movies, bowling, or other supervised activities out of the district.

~ GRADUATION MATTERS ~

SCHEDULING

Counselors create schedules for BMS students. If a student and parent want to make a schedule change, the counselor will make the change as needed for only one week after the first day of school. Requests will be reviewed by the counselor and principal for approval. Not all requests will be approved.

CURRICULUM/COURSES OFFERED

Core:

- English Language Arts
- Math
- PE
- Power Block
- Science
- Social Studies

Electives:

- Art
- Band
- BNAS
- Choir
- Leathercraft
- REWARDS
- Shop
- STEAM
- Technology

SUPPLEMENTARY MATH

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 STEAM, is a course designed for students needing short-term or long-term support in their core math course, and to promote critical thinking, problem solving, and communication skills and growth with hands-on projects.

The supplementary math program is taken in addition to the regular core math curriculum.

SUPPLEMENTAL READING

BMS offers two English Language Arts programs: the core ELA program and a supplementary reading program. The core ELA program is a curriculum designed for all students in grades 6th-8th based on the Montana Common Core Standards. Our core ELA curriculum is for those students who are above, at, or slightly below grade level in ELA. Our supplementary reading program, called REWARDS Reading, is a program for students

who are below grade level and need added support. The supplementary reading program is taken in addition to the regular core ELA curriculum.

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.

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, attendance and participation.
- 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

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

At the end of each quarter, students will be recognized for their academic achievement based on the following categories for honor roll:

Honor roll: 3.0-3.4

Honor roll: 3.5-3.99

High honor roll: 4.0

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 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 severe behavior 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.

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 4:00 to 6:00 pm. and on Wednesday's from 5:00-7:00 pm. Mandatory Lunch Tutoring will be available during the lunch period for students who are failing a class.

8th GRADE CELEBRATION

During the last week of school the BMS staff celebrates the 8th grade students at the 8th grade celebration. The celebration is to recognize each individual 8th grade student and to honor their hard work. Students on OSS will not be allowed to attend the 8th grade celebration.

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, instructional coach(s), 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

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.

~ SAFETY MATTERS ~

CAFETERIA, LUNCH, & RECESS

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 must have permission to leave. Students will not go out during cold/extreme weather conditions.

CAFETERIA EXPECTATIONS

- Walk into 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.
- Listen to the cafeteria supervisors and follow instructions the first time they are given.
- Common Courtesy: use Please, Thank You, Excuse Me, etc. Be respectful of others.
- Keep hands, feet and objects to yourself.
- Line up in a single file line and wait quietly to get your lunch.
- No cutting in line, saving of seats, or inappropriate language.
- Keep the area around you clean; place garbage in the proper containers.
- Be careful not to throw away your silverware.
- Talk in a quiet, calm voice. Help keep the room volume at a reasonable level.
- Cell phone use is prohibited and should be in the locker.
- Students must use the restrooms near the cafeteria. Ask permission first.

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 food and drink, other than water, will be allowed to be consumed at lunch.

RECESS EXPECTATIONS

- 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 or trees 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. Ask permission first.
- Cell phone use is prohibited.

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.

CELL PHONES/ELECTRONIC DEVICES

Cell phone use is prohibited at Browning Middle School during school hours 7:30 am to 3:30 pm. A cell phone is considered personal property and the school is not responsible for lost, damaged or stolen cell phones. Students are encouraged to 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. Students using their phones at school during school hours will have them confiscated. All confiscated cell phones will have to be picked up by a parent/guardian after school hours. This includes the use of air pods, headphones, and earbuds which are not allowed in classrooms or hallways during the school day. These devices must be turned off and stored in the student's locker.

Student possession and use of cellular phones, pagers, and other electronic signaling devices on school grounds, at school- sponsored activities, and while under the supervision and control of District employees is a privilege which will be permitted only under the circumstances described herein. At no time will any student operate a cell phone or other electronic device with video capabilities in a locker room, bathroom, or other location where such operation may violate the privacy right of another person. Electronically recording a fight will result in a severe referral.

Students may use cellular phones, pagers, and other electronic signaling devices on campus before school begins and after school ends. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers.

Confiscated devices will be returned to the parent or guardian. Repeated unauthorized use of such devices will result in appropriate disciplinary action.

School District #9 is not responsible for any lost or damaged or stolen items.

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 not release a student unless the adult picks him/her up at the attendance office. Students who leave campus will be considered truant, parents/guardians will be notified of the truancy and will result in disciplinary action.

COUNSELING SERVICES

The school counselors provide guidance services. Our middle school 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

DANCES

Dances are sponsored by various school organizations during the school year. Dances 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

Browning Middle School students are expected to wear clothing that is comfortable, clean, safe, and APPROPRIATE for school, and show they are proud Browning Public School students. All students will wear clothing that is conducive to an educational atmosphere and is safe and suitable for all school activities. The following guidelines should be followed in determining appropriate school attire:

- Hats may be worn to school and during school. At teachers discretion in the classroom. When wearing a hat, students are expected to wear it correctly facing forward.
- Students may wear hooded sweatshirts, but hoods MAY NOT be worn in school for safety reasons. Hoods obscure the face and limit peripheral vision, which makes it difficult for administrators or staff to quickly identify individuals, or spot unauthorized visitors. If a student has a hood on, the student will be asked to take the hood off their head. The second infraction, the student will no longer be allowed to wear the hooded sweatshirt. If the student is wearing the hood to cover airpods/headphones, the student will lose the privilege to wear their hooded sweatshirt.
- Clothing or Hats advertising or advocating drugs, alcohol products or establishments, tobacco/nicotine 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. This includes symbols or slogans oriented towards degrading cultures, ethnicity, gender, religion, and/or ethnic values.
- Gang-related apparel, as determined by BMS staff, is not allowed.

- Shorts, Dresses or Skirts must be of reasonable length: Shorts, Dresses or skirts must be at least as long as the student's fingertips when their arms are flat at their sides. NO SHORT SHORTS. Shorts, Dresses, or Skirts should not expose the upper thigh, buttocks, or undergarments.
- Bare Midriff tops, Halter tops, Spaghetti Strap tops, Strapless tops, or tops bearing cleavage, are not allowed.
- Muscle shirts, Men's/Boy's Tank Tops or Mesh shirts with low-cut armholes are not allowed.
- 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.
- Shoes must be worn at all times for health and safety reasons. Flip flops are strongly discouraged for safety reasons.
- Sunglasses are not to be worn unless a certified medical reason is provided and a 504 plan is in place.
- Hickies are not allowed at BMS. Students with hickies 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.

As fashion trends change, there may be a need to modify dress standards. When this occurs, students and parents will be notified. Please call the school at any time for clarification before sending your student to school. Parent/Guardian support in encouraging students to dress appropriately is greatly appreciated.

DRINKS AT SCHOOL

Throughout the school there are water bottle filling stations for students to fill their water bottles. Students may not bring outside drinks to the school such as soda/pop, energy drinks or coffee drinks of any kind. These drinks will be confiscated from students with energy drinks resulting in disciplinary action.

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 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 2 days Homebound.
- 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 fights may result in a recommendation for expulsion.
- Administration may use the principal's option to determine appropriate consequences.

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 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 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 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.

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.

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.

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/CR requirements, self-reporting to parents/guardians any behavioral consequences received, making phone calls to parents/guardians to self-report any suspension (CR or HB), 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 to 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, HB, or any other appropriate consequence assigned by administration.

BEHAVIOR LOG

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



Browning Middle School



Behavior Log

Student Name: _____ Date: _____

Step	Action	Time	Notes regarding behavior	Student Signature
1	Warning			
2	Time Out/Seat Change			
3	Classroom Removal (Call Front Office) /Call home w/PLP contact by end of day			

Teacher Name: _____ Date: _____

Description of steps

1. **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 -** Teacher will call the office and ask for a behavior removal (the office will notify personnel responsible for removals, and someone will come to your room), and the Staff Member will make the phone call home regarding the behavior and document the contact in the student's PLP by the end of the day.

Description of Behaviors

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 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.

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.
Insubordination	Disobedience to requests made by adults. Refusing to follow school rules, directives and school expectations. A lack of cooperation, walking away and disrespectful towards adults,
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, over time.
<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.
Skippping Class/Tuancy	Student skips class. or receives an "unexcused" absence for the entire class period.
Plagiarism/Forgery/T heft	A 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	A 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.

BEHAVIOR REFERRALS

Students are expected to follow the schoolwide expectations in all areas of the building. Students who have misbehavior are subject to receiving referral for their misconduct. Misbehavior is tracked on the behavior response plan and the student is assigned consequences according to the type of behavior offense exhibited.

MINOR OFFENSE	SEVERE OFFENSE*	EXTREME OFFENSE*	ASSAULT
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, etc. 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: _____	Once students complete all "minor" levels or for serious misbehavior. All Severe behavior will be addressed with the Assistant Principal or the Principal, in the absence of the AP. Serious misbehavior includes but is not limited to: -Bullying - Profanity (any) - Theft - Insubordination - Hazing - Tobacco - Vandalism - Overt defiance -Instigating a fight - stopping class from functioning -Fighting - Public Display of Affection - Harassment (any) *Possible Behavior Assessment 1st Offense: _____ (date) _____ Conference w/student _____ Parent Contact _____ Contract _____ Letter sent home _____ Administrator Option: _____ 2nd Offense: _____ (date) _____ Conference w/student _____ Parent Contact _____ Contract Review _____ 2 days OSS _____ Letter sent home _____ Administrator Option: _____ 3rd Offense: _____ (date) _____ Conference w/student _____ Parent Contact _____ Contract Review _____ 3 days OSS _____ Letter sent home _____ Administrator Option: _____ 4th Offense: _____ (date) _____ Conference w/student _____ Parent Contact _____ Contract Review _____ 4 days OSS _____ Letter sent home _____ Administrator Option: _____ 5th Offense: _____ (date) _____ Conference w/student _____ Parent Contact _____ Contract Review _____ up to 10 day OSS _____ Letter sent home _____ Behavior Assessment _____ Administrator Option: _____ *Possible Recommendation for Expulsion	All Extreme behavior will be addressed with the Assistant Principal or the Principal, in the absence of the AP. Extreme behavior includes but is not limited to: -Alcohol - Threat to school - Gang activity - Vandalism - Drugs - Sexual Harassment - Breaking and entering school property *Possible Recommendation for Expulsion 1st Offense: _____ (date) _____ Notify Police _____ (up to) 10 days OSS _____ Parent Contact _____ Letter sent home _____ Possible recommendation for Expulsion _____ Administrator Option: _____ 2nd Offense: _____ (date) _____ Notify Police _____ (up to) 10 days OSS _____ Parent Contact _____ Letter sent home _____ Possible recommendation for Expulsion _____ Administrator Option: _____ 3rd Offense: _____ (date) _____ Notify Police _____ (up to) 10 days OSS _____ Parent Contact _____ Letter sent home _____ Possible recommendation for Expulsion _____ Administrator Option: _____ WEAPONS Students are forbidden to knowingly and voluntarily to possess, handle, transmit or use any instrument in school or on school grounds that is ordinarily considered a weapon. Any object which could be used to injure another person which has no school related purpose for being in school or on school grounds will be considered a weapon for purpose of this code. 1st Offense: _____ (date) _____ Notify Police _____ (up to) 10 days OSS _____ Parent Contact _____ Letter sent home _____ Possible recommendation for Expulsion _____ Administrator Option: _____	Physical Assault, Verbal Assault, or Written Assault: a threat or attempt to inflict offensive physical contact or bodily harm on a person (as by lifting a fist in a threatening manner) that puts the person in immediate danger of or in apprehension of such harm or contact. A student shall not intentionally cause or attempt to harm or cause injury to any student or school employee. 1st Offense: _____ (date) _____ Notify Police _____ (up to) 10 days OSS _____ Parent Contact _____ Letter sent home _____ Possible recommendation for Expulsion _____ Assault Contract _____ Administrator Option: _____ 2nd Offense: _____ (date) _____ Notify Police _____ 10 days OSS _____ Parent Contact _____ Letter sent home _____ Possible recommendation for Expulsion _____ Assault Contract _____ Administrator Option: _____ 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/CR requirements, self-reporting to parents/guardians any behavioral consequences received, making phone calls to parent/guardians to self-report any suspension (CR or HB), 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 to 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, HB, or any other appropriate consequence assigned by administration.

ASSAULT

Physical Assault, Verbal Assault, or Written Assault: a threat or attempt to inflict offensive physical contact or bodily harm on a person (as by lifting a fist in a threatening manner) that puts the person in immediate danger of or in apprehension of such harm or contact. A student shall not intentionally cause or attempt to harm or cause injury to any student or school employee.

1st Offense: _____ (date)
 _____ Notify Police
 _____ (up to) 10 days OSS
 _____ Parent Contact
 _____ Letter sent home
 _____ Possible recommendation for Expulsion
 _____ Assault Contract
 _____ Administrator Option: _____

2nd Offense: _____ (date)
 _____ Notify Police
 _____ 10 days OSS
 _____ Parent Contact
 _____ Letter sent home
 _____ Possible recommendation for Expulsion
 _____ Assault Contract
 _____ Administrator Option: _____

*Parent Option: In most instances the parent/guardian will have the option of sitting in class with their child instead of having that student serve OSS. The duration will be the same as the consequence. The parent/guardian must be with the student at all times. If the parent leaves, the student will then have the original consequence. This option will not be given for those instances where the child has demonstrated that he or she may be a safety risk to the staff or other students.

*Law Enforcement: Severe defiance, unlawful activity, or causing/involvement in an unsafe situation may result in law enforcement being contacted.

EXTREME REFERRALS

Level Extreme 1 – 5 days OSS plus completion of substance education (if applicable)

- First incident of possession of, using, purchasing tobacco, e-cigarettes, alcohol, or other drugs and/or drug paraphernalia-Collaborative Referral Form
- First incident of being with a student who is in possession of, using, purchasing alcohol or other drugs and/or drug paraphernalia-Collaborative Referral Form.

Level Extreme 2 – (Up to) 10 days OSS plus completion of substance education (if applicable). Possible Recommendation for Expulsion

- First incident of Assault
- First incident of being under the influence of alcohol or other drugs-Collaborative Referral Form
- Second incident of possession of, using, purchasing tobacco, e-cigarettes alcohol, or other drugs and/or drug paraphernalia-Collaborative Referral Form
- Second incident of being with a student who is in possession of, using, purchasing alcohol or other drugs and/or drug paraphernalia-Collaborative Referral Form

Level Extreme 3 – 10 days OSS plus Possible Recommendation for Expulsion

- First incident of selling/providing/distributing alcohol and other drugs/drug paraphernalia-Collaborative Referral Form
- First incident of possessing a weapon
- Second incident of Assault
- Second incident of being under the influence of alcohol or other drugs
- Third incident of possession of, using, or purchasing tobacco or e-cigarettes-Collaborative Referral Form
- Third incident of being with a student who is in possession of, using, purchasing alcohol or other drugs and/or drug paraphernalia-Collaborative Referral Form

Level 4 Extreme 10 days OSS plus Law Enforcement Citation plus Possible Recommendation for Expulsion

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 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.

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 Sexting

- 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 report the bullying to the teacher and/or administrator immediately or in a reasonable amount of time. Students are also encouraged to report the bullying to an adult at home to allow parent/guardian participation to take place. 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. 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, 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, 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: CR/HB, 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 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.

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.