



## Student-Parent Handbook

Revised 2016

Please acknowledge your receipt of this handbook and that you have read this document online. A paper copy of the acknowledgement is also available from Jennifer Grisham in the Front Office. This handbook is also available digitally on the Billings website: <http://billingsmiddleschool.org/current-families/>

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# Introduction

## *Our Mission*

Billings Middle School is a dynamic academic community intentionally designed to stretch, support and inspire early adolescent learners.

At Billings, each student develops a rigor of intellect and creativity, powerful ways to communicate and collaborate, confidence and self knowing, and an openness to the possibilities of new information and systems of thought.

## *Vision Statement*

Our students become global citizens inspired to promote a socially just, sustainable world.

Our faculty embody a professional model of collegiality & innovation and contribute to the understanding & development of best practices for early adolescent teaching.

Our school plays an integral role in the life of our students, faculty, families and community so that our network of lifelong learners may share a common point of origin and a growth mindset that propels and sustains them.

## *Guiding Principles*

These deeply held driving forces are qualities that determine our priorities and how we operate and communicate with each other. These guiding principles will help us measure the appropriateness of our decisions.

1. We specialize in the unique complexities of early adolescents.
2. We provide a rigorous academic environment for a broad range of students that celebrates the acquisition and application of real world learning.
3. We foster a safe space for risk-taking, exploration, and the search for identity.
4. We inspire students into awareness, care, & advocacy of self and community.
5. We promote social justice and environmental sustainability.
6. We operate with transparent integrity.

## **Global Sustainability and Social Justice**

Billings has a unique opportunity to model a lifelong commitment to promoting global sustainability because our students are beginning to consciously reconcile their emerging self-image with a broader sense of the world and their purpose within it.

- We see that the foundations for this work are built from within ourselves, and recognize that we live and operate in a society created and characterized by historical inequities of power.
- We believe that the work of seeing, engaging and disentangling institutionalized privilege is an act of social justice, a critical human endeavor, and a society-building skill necessary to thrive in the 21st century.

- We therefore strive at Billings to be an educational community characterized by its emphasis on fostering self-understanding, critical thinking and global awareness so as to promote equitable and ethical habits of living in the world.
- We commit ourselves to the pursuit of social justice in the establishment and evaluation of school governance, curriculum, disciplinary practices, educational programs, admissions, faculty performance and hiring.

## **School Policies and Guidelines**

The school recognizes that students have a right to and a responsibility for an education in a safe, supportive and respectful atmosphere. The following guidelines are intended to help support this ideal.

### ***Academic and Community Expectations***

Billings strives to foster each student's intellectual, social and emotional growth while keeping in mind the needs of the broader community. In addition to academic progress and growing independence, respect for self and others is an integral part of our school. Billings is a caring, flexible community and is committed to helping each student succeed. At the same time, the school's resources are finite. If difficulties arise, your child's teacher, his/her advisor, the Director of Student Life, the Head of School or other professionals may be involved in working with your family toward a solution. Behaviors which contradict the core values of the school or endanger members of the school community may result in suspension or expulsion.

Students at Billings are expected to work to the best of their ability, to support their peers, to reflect on their education and to celebrate learning. Students are regularly evaluated for their effort, persistence, advocacy and contributions to the school community as well as for their academic performance while exploring and challenging their personal learning style. Effort and self-advocacy, as well as class performance contribute to academic evaluations. Teachers at Billings are committed to helping students succeed to the extent they are able. If academic challenges persist, other members of the community, such as the advisor, Director of the Learning Center, Assistant Head of School, or Head of School, or outside professionals may be asked to work with that student and his/her family toward greater success.

### **Learning Center and Internal Referrals**

At times, the classroom teacher and/or advisor may determine that a student may benefit from ongoing support in our Learning Center. In these cases, a referral initiates the process and discussion with the Director of the Learning Center.

### **Academic Referrals and Student Support**

Billings may, on occasion, request outside support in the form of tutoring, psychological or educational evaluations, or other therapeutic interventions at parents' expense in order to increase the likelihood that a student will have a successful middle school experience. We expect families to share the results of any such evaluations with the school and welcome the opportunity to meet with outside professionals to better support our students and to help determine whether the student is likely to have a successful experience at Billings in light of the resources available to the family and the school.

### **Citizenship**

The community at Billings relies on the active, positive participation of all its members. We expect that people will use language and act in ways which promote an environment characterized by respect, partnership and learning. Students should bring their best selves to class by being on time and prepared, using respectful language, listening to one another and participating to the best of their ability.

### **Discipline**

Our disciplinary goals are first and foremost 1) to ensure the safety of the school community; 2) nurture an inclusive and caring community; and 3) to create opportunities for learning and growth. Responses to behavior issues may include the following:

- Students are asked to complete an Incident Reflection. Students are responsible for any work they miss. If a student is asked to leave class, they will usually meet with the Director of Student Life or Head of School. One goal of this process is to help students become more aware of their actions.
- If a pattern of disruptive behavior emerges, parents will be called by the Director of Student Life. We may employ the use of behavioral contracts, detentions, suspension or other appropriate action.
- Drugs, weapons, alcohol and tobacco products are expressly prohibited on school property or at school sponsored events. Students in possession of these items will be suspended or expelled and their parents called immediately to pick them up.

### ***Air Quality and Allergies***

Billings makes an effort to maintain an environment that minimizes exposure to allergens. Students and faculty are asked to refrain from using scented products or bringing animals onto the school premises. We request that friends and parents keep this policy in mind before entering the school.

## Arts

It is our goal to help students joyfully discover the artist within and assist them in building up their “I am an artist” muscles through exposure, encouragement and inspiration.

**Exposure** - Literally at school in classes and in the community via guest artist or field trips.

**Encouragement** - In class from arts teachers, peers and the entire school community.

**Inspiration** - Through a deeply thought out and well planned curriculum that is tailored to inspire the current group of students that we are teaching each term.

### 6th Grade Arts

- Vocals and Visual Art - Entire School Year (not an elective). An intensive year long intro to Billings performing and visual art. Drama most years including this year.
- Can also participate in the musical. Can't have a lead part due to the fact the 6th graders aren't in the core musical 7th & 8th grade arts elective class.
- Can participate in school art events; all school meeting arts sharing and arts festivals.

### 7th and 8th Grade Arts Electives

Fall	Winter	Spring
Vocals - Sabrina	Vocals/Drama Musical - Jeff & Sabrina	Vocals - Sabrina
Instrumental - Birch	Instrumental Musical - Birch, with Jeff and Sabrina	Visual Art- Johanna
Drama - Jeff	Visual Art- Johanna	TBD
Visual Art - Johanna	Some years additional offerings	TBD

### Musical

- Pretty big event with an average of 1/3 of the the students at school participating each year

- Everyone who auditions gets to participate; 6th graders after school only. 7th and 8th graders is an arts elective class and after school. Auditions are usually held in December
- The musical rehearsal schedule is emailed and sent home to all musical families as well as to all faculty members.
- Final musical team usually includes instrumental class or instrumentalist, makeup, costume and choreographer.
- Students with large or leading roles, rehearse after school two to three times a week, with more days per week closer to production dates. Rehearsals run from January through the performance dates at the end of March.

## ***Attendance***

Public, private and parochial schools often request attendance records before admitting students to ninth grade. For this reason, we maintain a clear attendance policy and keep accurate records for each student.

### **Sign-In**

First period teachers sign in students every morning by 8:30 AM. Students who arrive after 8:30 AM *must* check in with the Front Desk and pick up a pass before proceeding to class.

### **Leaving the Buildings**

While Billings is a multi-building facility, it operates as a “closed campus”. Once students are signed in for the day, they are not allowed to leave the Billings campus without written permission by a parent/guardian or accompaniment by a teacher. Students who leave early need to be signed out by a designated adult. Students may cross Woodlawn Avenue at the crosswalk to travel between buildings. Crossing flags are available at each corner and must be used properly. Students may only leave the campus if accompanied by a teacher. This includes walking to Green Lake Park at lunch time. See the **Street Crossing** section of the Policies and Guidelines for more information.

### **Absences**

Students attend and participate in all scheduled classes, field trips, outdoor trips, and other required activities. If an unavoidable conflict arises, please make every effort to inform the school and the student’s advisor. If a student is ill and unable to attend school, please phone the school (206-547-4614 “0”) and leave a message by 8:00 AM. Students may not make this phone call themselves. Students are expected to follow up with each of their teachers in person or via email regarding missed class and homework.

### **Illness During the Day**

If a student becomes ill during the school day and is unable to participate in classes, a faculty member or the front office staff will call the family to make arrangements for the student to be picked up.

### **Half-Day Policy**

If a student feels ill in the morning and is unable to come to school, please have him/her stay home for the entire day to fully recover. We ask that students not arrive mid-day unless they have scheduled an unavoidable appointment. If such cases arise, please notify the student's advisor and the front office in writing of the expected absence or lateness. For regular appointments (such as orthodontists) please work with your child's advisor to schedule times that create the least impact on the school day. Again, students are responsible for missed work.

### **Homework**

For shorter absences, students should contact peer homework partners for assignments.

### ***Bicycles and Skateboards***

Students riding bicycles to school are required to wear helmets. Bicycles must be locked in the bike rack, out of the way of cars. Bicycles should not be used during the school day unless they are a part of a scheduled PE class.

Skateboards or scooters also require helmets and may not be ridden during school hours or on school grounds or adjacent sidewalks before or after school. Violating this policy will result in confiscation of the skateboard or scooter by the Director of Student Life.

### ***Books and Textbooks***

Books and learning materials are provided to students. Textbooks are loaned to students on a yearly basis and are expected to be returned in good condition at the end of the school year. Families will be charged for any lost or damaged textbooks. Families may request to purchase a second textbook for home use during or beyond the school year. Students may keep paperback books given to them by teachers for specific classes or they may have the option of donating them back to the school.

### ***Advancement***

Advancement is all about the future -- advancing our school's mission and building sustainable support through marketing communications and fundraising (development) efforts. To achieve our goals, parents of students and alumni, as well as community volunteers, partner with school administration and faculty. The Director of Advancement also collaborates closely with the Director of Admissions on advertisement campaigns and events for the recruitment and admissions process with prospective students' families.

Every parent and guardian of our students is a part of the Parent Association. We encourage all parents and guardians to volunteer and participate in an exciting range of school community activities from parent education to fundraising and social events. We encourage communication and friendships among parents and support of our faculty.

At Billings Middle School, we believe in philanthropy defined as “voluntary action for the common good”. At Billings, we promote a culture of philanthropy that provides appropriate recognition and stewardship of those who donate financially, as well as volunteers who give their time and energy so generously.

*Office of Advancement Contact:* Ginger Goble-VanDiest, CFRE, Director of Advancement and Admissions, 206-971-3105, [ginger@billingsmiddleschool.org](mailto:ginger@billingsmiddleschool.org)

### **Alumni Relations**

Graduates of Billings Middle School and their parents remain a part of the Billings community forever! Alumni families continue their support of and engagement in the life of the school by participating in the annual fund, spring benefit auction, and by volunteering. A majority of the members of our Board of Trustees are parents of alumni. Alumni students and young adults stay connected through attending school events, informal gatherings on campus and in the community, and updates on social media including the Billings Alums Facebook page, and Alumni News in the Vibe school newsletter.

Visit the Billings Alumni page to update your contact info and stay in touch:  
<http://billingsmiddleschool.org/alumni/>

### **Parent Association**

The Parent Association seeks volunteers to support Parent Education, faculty relations, community outreach and fundraising, alumni relations, admissions events, performing arts, outdoor program, athletics and sports teams, and social community-building activities.

#### **2016-2017 Parent Association Co-chairs**

Erin Fetridge (8th): [erinbryn68@hotmail.com](mailto:erinbryn68@hotmail.com)

Stephanie Maurer (7th): [Smaurer027@gmail.com](mailto:Smaurer027@gmail.com)

Tara Levin-Delson (6th): [tarald@halcyon.com](mailto:tarald@halcyon.com)

### **Annual Fund Participation Campaign**

It's our tradition that every family and 100% of our Board of Trustees at Billings make a gift to the annual fund. Every gift, of any amount, makes a difference for all of our kids by supporting: faculty professional development, education program curriculum and materials, and need-based financial aid to provide tuition assistance. This year's Annual Campaign will be blissfully short - short in time, but essential to the school! Please make your pledge by November 13th (payment is due by June 30, 2017). Thank you, in

advance, for helping us to continue this great tradition of 100% community participation.

### **Billings Dinner Auction & Party**

The Billings *benefit auction and dinner* is a spring tradition enjoyed by parents of students and alumni, friends from the wider community, teachers and administrators. They enjoy a variety show of professional musicians and dancers, a scrumptious buffet, fabulous silent and live auctions. Volunteer opportunities include silent and live auction item procurement, sponsorships, community outreach, entertainment, and party planning. Specific donations to Fund-a-dream for Financial Aid are designated to need-based tuition assistance to keep the Billings student body economically diverse. General proceeds from the annual auction provide critical operating funds for the school, supporting all students and teachers with educational program materials, curriculum development and professional development for faculty.

### **Billings Logo Wear**

Show your school pride by wearing t-shirts, sweatpants and sweatshirts emblazoned with our school's logo. Logo wear may be ordered in youth and adult sizes for the whole Billings family. Logo items are available online at our website:

<http://fhstore.com/Shopping/FHShop1.aspx?PON=74862&CON=76009&ASN=&AC=>

Email Ginger to place an order and pick up with cash or check at the front desk.

### ***Dress***

Student should be dressed appropriately for the activity of the school day, including PE activity and being outdoors for lunch and passing between the campuses. This prohibits flip-flops. Additionally, students are asked to dress respectfully by not wearing clothing that promotes illegal practices, advertises alcohol, tobacco or drugs or insults any person, gender, race, religion or culture.

### ***Electronics and Cell Phones***

#### **Cell Phones**

The use of cell phones is prohibited on school grounds at any time during the school day. Students who carry cell phones must have them stored in their bags or lockers, turned off. Cell phones that are on or in use at school will be confiscated and held by the Director of Student Life. On rare occasions cell phone technology can be usefully integrated in class and trip activities. Students will be given explicit instruction for use.

After 3:30 pm at the end of the school day, cell phones may be used **outside the school building** to call parents or to check messages. They may be used in afterschool programs **only with permission** of the supervising teacher or coach. They are not to be used in the school building before 8:30 in the morning.

The office/student phone at the front desk is available for students who need to contact home during the school day. Students may use the office phone only with permission from the front desk staff or another member of the faculty. We ask that students limit their calls to two minutes for urgent needs.

If families need to contact students, the following resources are available:

Main Office: 206-547-4614 (Press 0)

Also, individual coaches' cell phone numbers are provided to families.

### **Electronics**

The use of personal music, game or video players is not permitted during the school day on the school grounds. Trips are an extension of school and the same policies apply. For longer trips, students may be given explicit permission to use music players.

## ***Emergency Preparedness***

### **Natural Disasters**

Students at Billings Middle School practice fire and earthquake drills. The procedures for response to any sort of attack or bombing are nearly identical to those practiced in preparation for an earthquake. In the event that students need to spend a night or extended time at school, we have disaster preparedness supplies in each room of the East Village and for the Main Building that include food and water for the entire student body. Further, each student should have at school a completed earthquake contact form. In such an event, students will remain at school until a parent/guardian or a person designated on the release form can arrive. If phone contact with the school is not possible, we will call your designated alternative contact person as soon as possible.

### **Lockdowns**

Should some person or event pose an imminent threat to the school, Billings will go into "lockdown." This means that doors will be locked and no one will be able to leave or enter the school until the lockdown is over. Student safety is the focus of the faculty and staff at these times. Billings will make every effort to contact families about the status of the situation and will update its phone message or website regularly. Because the phones will be in use, it is likely you will receive this message when you call. Our emergency notification system sends an email, calls family contact phone numbers, and if your phone accepts text messages, sends a text message.

Entering the neighborhood during a lockdown endangers both you and the school. Therefore, we ask that parents do not come to the school during a lockdown situation, unless specifically instructed to do so by a member of the faculty or staff.

## ***Environment***

Appreciation and respect for the environment are important pieces of the Billings philosophy. Students demonstrate care for our natural resources through the school's recycling and service programs. Showing mindfulness in the care of our school buildings reflects positive respect for our Green Lake neighbors. Property damage or graffiti do not. Damaging school property is a big statement to the school and community and will be dealt with in an appropriate manner.

## ***Evaluations***

Students are assessed in many ways at Billings. Self-evaluations, tests, writing, portfolios, journals, projects, class participation and effort all may contribute to a teacher's final assessment of a student's performance in class. The school year is divided into three trimesters. Conferences are held in the fall and spring.

### **Student/Parent/Advisor Conference**

October and March conferences are designed to look at academic and personal progress and to review each student's learning plan.

At Billings, students are asked to play a lead role in facilitating these conferences, and spend significant time preparing for them. In eighth grade, fall conferences continue this tradition, and Eighth Grade Spring conferences are held between students and their advisors only.

### **Trimester Grades and Narrative Reports**

At the end of each trimester, students receive a final grade for that trimester. Additionally, in the fall and winter, evaluations include narrative reports that include a detailed course description and rubrics for evaluation, and a look at student work and goals across the work accomplished over the course of the semester.

At the bottom of each course evaluation you will find a summary grade or evaluation. Courses at Billings may be evaluated using one of two scales:

1. Letter grading scale (A, B, C+, etc)
2. Credit/No Credit

On some occasions, a teacher and student will negotiate an "Incomplete" for a course, pending an agreed upon deadline for completion of unfinished work. Parents can expect to be notified of this arrangement prior to the release of evaluations.

## ***Facilities and Our Neighborhood***

Because our school campus consists of several buildings in the Green Lake neighborhood, which we share with other community businesses, it is essential that students maintain a respectful attitude towards the entire neighborhood including buildings and adjacent streets and sidewalks. Environmental stewardship includes

mindfulness about our actions within our school buildings as well as the outer neighborhood.

## ***Anti-Harassment Policy***

The Billings Middle School Anti-Harassment Policy establishes expectations for the behavior and protection of all members of the school community. This includes students, teachers, administrators, volunteers, guest presenters, and others who work in or visit the school. This current policy was written by the Class of 2003, with revisions and approval by faculty, students, administration and Board of Trustees.

Harassment is any unwelcome or uninvited behavior executed in person or online related to race; ethnic origin; religion; physical, mental, or sensory function; gender; gender identity; or sexual orientation.

### **Harassing behavior, displays or language may include:**

- Making or sending offensive or inappropriate comments, epithets, gestures, jokes, and/or remarks, whether verbally, in writing, or in electronic communications.
- Displaying inappropriate pictures or drawings. (NOTE: some images are appropriate in a teaching context, e.g. sex education, but inappropriate in other social situations.)
- Disregarding personal privacy, which might mean cornering, stalking, or sometimes even standing too close to another person. (NOTE: Acceptable practice, if you feel crowded, is to ask a person to move away and grant you more personal space. This request must be honored when possible.) Voyeurism, or “peeping”, is also an invasion of privacy. An example of voyeurism is when one person sneaks a look at another in a bathroom stall.
- Grabbing, groping, or other inappropriate touching.
- Causing physical harm, or threatening to do so.
- Persuading, ordering, or threatening someone to engage in sexual activity, or in behavior harmful to oneself or others, or any behavior in which the person does not want to participate whether or not harmful, or any illegal behavior. It is unacceptable to pressure someone to participate in such behavior after he or she has said no, even if the person previously chose to participate. An imperative statement may sound like an order, and therefore be understood as threatening, even if threat was not the intention.
- Insulting or degrading someone, either in his/her presence or behind his/her back, whether verbally, in writing, or in electronic communications.
- Excluding someone from normal participation, or engaging in shunning. Gender discrimination is a form of exclusion from normal participation in the life of the school.
- Engaging in public displays of affection (PDAs) to the extent that public space seems inaccessible to or uncomfortable for those who should be able to share that space. Hand-holding and quick hugs are generally considered acceptable at school. More intimate and overtly sexual behavior is not acceptable.

- Intentionally making false accusations. When there is a dispute about what actually happened, the facts should be checked before blame is assigned.

But if the behavior, whether or not intentional, is unwanted, inappropriate, or if it creates a hostile, unsafe, or offensive environment for learning, it's harassment – and it's against the law.

Our school community prohibits all forms of harassment because such conduct is contrary to our core values and degrades individuals, interferes with student safety and performance, and creates an intimidating, hostile, or offensive educational environment.

**Depending on the severity and continuity of the harassing behavior, in order to resolve the situation:**

- Education may be the first step. Some forms of harassment may begin as socially unskilled or uninformed behavior, and offenders may need to be educated to behave appropriately. This harassment policy is one educational tool we can use.
- An apology, and an oral or written contract for behavior, will always be expected of those who remain part of the school community.
- Counseling and/or community service may be recommended or required as a condition of continued participation in the school community.
- Temporary exclusion from a class, or the school community may be paired with meaningful conditions for re-entry to the community.
- Permanent exclusion from the school community is not always the remedy or the last resort. For serious offenses, this will be the immediate response.
- The harassing individual may also be subject to civil penalties or criminal prosecution as set forth by local, state, or federal laws or regulations.

We recognize that with greater power comes greater responsibility. While standards of behavior are the same for everyone within our school community, adults may be held more strictly accountable for their behavior than students and eighth graders may be held more strictly accountable than sixth graders. However, all members of the school community share the responsibility for recognizing and respecting the limits of acceptable behavior. We will not ignore, excuse, or empower those who subject others to unwanted or inappropriate behavior.

### ***Homework***

Homework is given on a regular basis at Billings. The goal of homework is to support work done in class, to provide meaningful skill practice or to introduce ideas or subject matter that will be germane to an upcoming class. Homework is also an important assessment tool for teachers. Thoughtful parent support can help students be more successful at becoming independent workers at home. Some general guidelines, which may be of help:

1. Create a regular quiet homework space, equipped with light, sitting area and resources necessary for completing work.
2. Set a regular time for homework when possible.
3. Read materials alongside students. Extra copies of literature or texts are often easily accessible – ask your child’s advisor.
4. Though students may have big projects or off nights, a general guideline is between half an hour and two hours. If more or less time is spent regularly, it is worth a conversation with your child’s advisor.
5. Encourage students to take questions or misunderstandings directly to their teacher. Help students formulate and write helpful questions and help them get in the habit of attaching it directly to homework.
  - 1) Middle School students often demonstrate an ambivalence about parent help – ask specific questions about the nature and scope of the help you will be giving... before beginning.
  - 2) Again, homework is an important assessment tool for many teachers. A note on an assignment explaining the support arrangement (i.e. “I showed her where to look for the information” or “He read the first half and then I read the rest aloud”) can help teachers refine assignments and get a clearer picture of what each student is doing.

### ***Lockers and Storage of Personal Items***

Each student is assigned a locker or cubby set for storage of students’ personal items. Use of these is a privilege. Please keep them in good condition for current and future students. *For safety reasons, we ask students not to leave their personal belongings anywhere in the common areas other than in the storage cubicles.* Students should take the cubby size into consideration when selecting a backpack for the year. We encourage students to leave valuables at home. The school is not liable for students’ lost or stolen personal property.

### ***Lunch***

Students should bring lunch to school each day. Lunches should travel well and not need heating. *PLEASE NOTE: Hot water or microwaves ovens are not available for noodle or soup cups, etc.* Please pack large lunches with enough healthy snacks to last the day and even after school. Lunch is held in the West Hall. After lunch and announcements, students head to Green Lake Park, under faculty supervision. Green Lake Park is a public place maintained by the City of Seattle. While there, we should remember that our actions represent the school and should reflect thoughtful behavior at all times. This includes care of the playground and park facilities. Students may not leave the school grounds without faculty supervision. This includes off-campus lunches.

### **Nutrition**

Early adolescent bodies and brains develop at an astonishing rate. The daily food and drink students consume has a profound impact on their mood and their ability to concentrate. High doses of sugar can affect a student’s behavior and participation in

class. We urge families to consider a balanced diet when helping students plan for their daily lunch. Healthy snacks, in particular, can have a positive long-term effect on students' work and attitude at school.

### **Caffeine**

There is tremendous evidence that consuming large amounts of caffeine is particularly harmful to early adolescents affecting their moods, brain chemistry, sleep patterns and general health. For that reason, we do not allow students to bring caffeinated drinks to school, including during trips and after school programs and practices. Caffeinated drinks include coffee, teas, caffeinated sodas, and mass-market caffeine drinks like *Monster* or *Amp*.

### ***Math and Academic Clinics***

Teachers may schedule academic clinics. Students may attend for extra help, to questions or review material. Many students take advantage of this time to work with peers on homework or difficult assignments. Traditionally, Math Clinic runs at lunchtime one day each week.

### ***Medications***

Under state law, we require a doctor's note on file for prescription and over the counter drugs that need to be administered during the school day and/or during after school activities including sports and overnight trips. If students must take any short-term medication (prescription or over-the-counter) during school hours or on overnight field trips, the school must have the parent or guardian's written permission on file for dispensation.

All medications must be given to the front desk, and must be in the original container clearly labeled with the student's name and dosage. Students are not allowed to carry their own medication without special arrangements. In some cases, special arrangements can be made for carrying inhalers, Epi-pens and other medication for chronic conditions. Students may never give any medication to another student.

### ***PE/Expeditionary Education***

The goals of the **PE Program** are three-fold:

- To facilitate individual learning and understanding of self through physical activity and exercise.
- To learn and practice the fundamentals of effective body mechanics over a variety of activities and sports.
- To experience and appreciate activities geared toward life-long recreation and exercise.

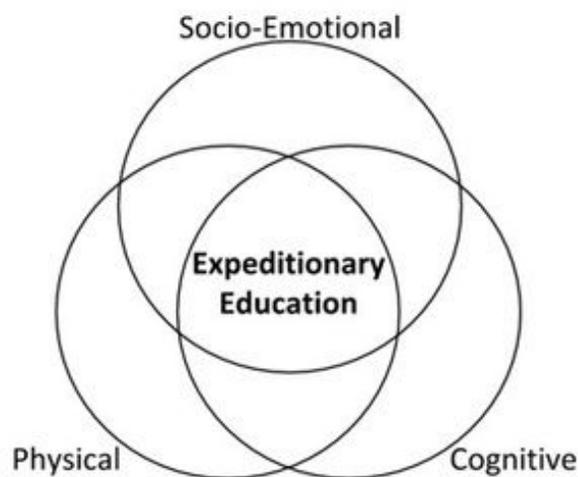
Students have a mix of single and double block period PE classes. Students should keep appropriate athletic apparel (sneakers and socks, shorts) for PE in their lockers at school.

### **Expeditionary Education**

Expeditionary learners at Billings:

1. Pursue self-discovery and independence through new, challenging experiences.
2. Promote empathy, compassion, and interdependence through shared group experiences.
3. Engage in a respectful relationship with the natural world, full of awe and wonder.
4. Consider their impact on the planet.
5. Acquire technical skills to build confidence and proficiency in the outdoors.
6. Develop mentors through shared cultural and outdoor experiences.
7. Connect to their local natural environment and cultural life of the Pacific NW.
8. Inquire about the geographic, historical, and cultural contexts that shape their environment

We view Expeditionary Education as a perfect coalescence of the goals of effective middle schooling. The major areas of development during adolescence are socio-emotional intelligence and communication; physical development, including motor skills and balance/proprioception, as well as habits and interests; and cognitive development in not only academic curriculum, but also the metacognitive processes of reflection.



Each trip has specific, predetermined goals in the areas of outdoor competencies, social development, and curricular connections. Therefore, on any given expedition, students have an opportunity for guided work on these three aspects of their education at developmentally appropriate levels.

The Outdoor Education Program is a core part of our educational program, it is not an optional or extracurricular program. Grade specific experiences and trips occur throughout the school year. The all-school component of ExpEd occurs in winter in late January through February where 6th and 7th grades go cross-country skiing over consecutive Fridays and the 8th grade goes snowshoeing.

## ***Photo/Video Policy***

### **Photos and Student Names Policy**

We include the first name only (or first name and initial of last name when necessary), when referring to a photo of a student in print or online publications. When naming a student in publications without a photo, the first name and, when appropriate, grade level or class year is included.

**We do not publish the full (first and last) names of students in our print or online publications.** This policy is similar to policies of many organizations that work with children and youth and is designed to safely highlight them.

### **Online and Social Media Photo and Video Policy**

No student photos, video images, or **full names** may be published by students or families *without permission* on the Internet including websites, online video spaces, social media and social networking sites.

Please remember that you need permission from everyone in each photo before you post it on Facebook or any other online space. Students and parents are not allowed to "tag" photos with names, but the people in the photos may opt to "tag" themselves (ie: to identify their own image with their own name).

## ***School Closures***

In the case of inclement weather, emergency messages will be emailed to all families by 7:00 am. We will also put the closure message on the main phone line of the school. Our emergency notification system sends an email, calls family contact phone numbers, and if your phone accepts text messages, sends a text message.

## ***School Day***

Classes begin at 8:30 am. Students should plan on arriving at school by 8:20 and *be signed in for the day by their first period teacher*. The school doors will be open to students at 8:10 am each day – the school is open for early drop off, scheduled meetings with teachers, or quiet work. Students are not directly supervised at this time. It is important that students are in class, ready to begin at 8:30. *First period classes suffer in quality when students are regularly late.*

### **Drop off**

Please drop students off either on Woodlawn Avenue or NE Maple Leaf Place in front of the school. *If first period classes begin in the East Village campus, students may be dropped off directly on the north side of 72<sup>nd</sup> Street in the loading zone.* Our on-site parking is extremely limited so we ask that people park on the street if they are coming in with students. Please do not park in the alleyway next to the school or in the West Hall space, which is set aside for ADA parking. Free parking is usually available on NE Maple Leaf Place, one block east of the school. The school will be open at 8:10 am for early drop off. Until 8:10 students are not supervised, and therefore, students are not allowed to arrive until that time.

**A Typical School Day looks like:**

8:10	–	8:30	Arrival
8:30	–	10:05	First & Second Period Classes
10:05	–	10:15	Break
10:15	–	10:30	Advisory Program including All School and Class Meeting, Stewardship Groups, and Small Group meetings
10:30	–	12:05	Third and Fourth Period Classes
12:05	–	1:05	Lunch
1:05	–	3:30	Fifth, Sixth, and Seventh Period Classes

**Pick up**

The school day ends at 3:30 PM on Mondays-Fridays. By 3:45, students must either sign into an after school activity or leave campus. All after school activities, including athletics, clubs and academic clinics start at 3:45. Students must be picked up, on the way home (or safe meeting spot such as the Green Lake Library or Recreation Center) by this time.

**After School Programs**

Billings runs several academic, artistic and athletic after school programs throughout the year. Our Billings After School Clubs Coordinator, Sarah Swearinger, and our Athletic Director, Tom Strouse, provide families with calendars of after school activities throughout the year.

There is a fee for each team sport, after school club, and for the Spring Musical. This covers league fees, use of uniforms and other expenses. Financial assistance is available for after school programs. If a family is receiving financial aid, they automatically qualify. Please talk to the Business Officer for further details. Once rosters are set, there is no refund if a student withdraws from the activity for any reason.

**Athletics**

Billings teams participate in a variety of leagues including Cascade Middle School League, Disc Northwest, and City of Seattle Parks and Recreation. All students are invited to participate in Billings sports teams (there are no cuts). However, we ask that students take their commitment to a team seriously by actively attending and

participating in all practices, practicing ethical play and teamwork, and communicating clearly with coaches and the programs coordinator when conflicts arise.

### **After School Supervision**

The school day ends at 3:00 PM (Thursdays) and 3:30 PM (Mon-Wed & Friday). By 3:15 (Thursdays) or 3:45 (other days), students must either sign into an after school activity or leave campus. All after school activities, including athletics, clubs and academic clinics start at 3:15 PM (Thursdays) or 3:45 PM (other days.) Students must be picked up, on the way home (or safe meeting spot such as the Green Lake Library or Recreation Center) or in an activity by these times.

For regular or drop-in care, we recommend the Wallingford Boys and Girls Club. The Club's afternoon activities include homework help, time in the art room and computer lab, and gym time. Please visit their website: <http://wallingfordboysandgirlsclub.org/>.

The after school drop-in program is free to Wallingford Boys and Girls Club members. Families planning to take advantage of the program must complete their Membership Information Form for 2015-2016 and their Emergency Card & Release Form. We have copies here at school, and they are also available online. The Club also offers care during non-school days, including breaks.

### ***Street Crossing***

Since the Billings campus includes the use of campus buildings on two sides of the street, it may be necessary for some students to cross Woodlawn Avenue at least twice a day. Woodlawn Avenue is a busy street. A crosswalk installed at the intersection with crossing flags makes crossing more accessible and safer for our students. We require students to cross with supervision until they have earned the privilege as a class to cross themselves. This typically occurs mid-7<sup>th</sup> grade. Students must also go through a safety orientation. At lunch, students must cross to Green Lake Park as a group, with a teacher's supervision. During the school day no one is allowed to cross any adjacent side streets without a teacher present.

### ***Trips***

Outdoor and curricular related field trips are a core element of the Billings Program. The trip permission form that families sign at the beginning of the year serves as a general permission slip for all of our field trips. On occasion, certain destinations (i.e. rock climbing) require a specific waiver, which is sent home when appropriate.

Trips at Billings range in scope and distance from nearby museums to multi-day field study or camping trips. In addition to the curricular elements of these trips, we strive to facilitate cooperative learning, individual accountability and an increased sense of confidence and independence in a way that is fun, safe, and memorable. To meet these goals students may have the opportunity to tour a museum with a partner or sleep in a

room or tent unsupervised. Trip leaders have a continuing presence and emphasize safe travel and are well versed in emergency response.

Very occasionally, we have the opportunity to schedule an educational trip that may require additional fees or costs. We make every effort to provide financial aid and scholarship support to make these trips accessible to all Billings students.

### **Equipment**

Certain trips require environment-appropriate clothing or gear. We do our best to send home equipment lists as early as possible to help prepare for a trip. If there are any items on our equipment list that you do not have or cannot easily borrow, please contact Peter Titcomb at school. Often, we can supply or connect students with appropriate gear or clothing.

### **Volunteers**

Certain trips are well suited for parent volunteers. Parents are always welcome to join us for our Friday snow program (we need lodge parents!), rock climbing or to help out with many of our regular PE activities. We staff longer overnight trips with faculty and professional leaders. In these cases, our goals for students include nurturing independence through a brief hiatus from family and daily life.

### ***Tutoring – The Learning Center***

It is common for the school to support student learning through teacher meetings, after school clinics, small group workshops, etc. The school also employs a Learning Center Director who consults with faculty to create the most effective learning strategies for individual students. Academic specialists are available to families for contracted tutoring services after receiving a recommendation from the school.

When seeking or scheduling a tutor, please coordinate directly with Greg Smith, Director of the Learning Center. This allows us to help with goal setting, scheduling, coordination with teachers and school work, and finding the right tutor match for an individual student. For some students it is best to schedule tutoring outside of school hours, while for others, tutoring during the school day brings the greatest benefit.

## **Communication with the School**

Even in a school community the size of ours, active communication requires work and patience. Complementing formal evaluations and mid-term reports, the following people are in place, in addition to classroom teachers, as a resource for information about the school and may contact you at various times throughout the school year.

### ***Front Office***

**Jennifer Grisham, Administrative Assistant/Receptionist/Registrar**

The front desk is the communication hub for parents, students and faculty regarding absences, late arrivals, or schedule changes. Jennifer answers the phone and any general questions you might have. She can also direct your specific questions to the most appropriate Billings contact. If a student needs any minor first aid or over the counter medication, the front office staff provides assistance. All medications for students should be given to the front office for administration during the school day. Jennifer is also responsible for student records.

### ***Advisors***

An advisor works with a small group of students to foster their citizenship, self-awareness and advocacy as well as academic growth. Each student has an advisor who acts as a steward of his/her progress through the year. Advisors communicate with other teachers to keep abreast of academic progress and are often the ones to contact families if academic issues arise that go beyond a single class. In the same vein, the advisor is the person to contact with general questions or concerns. Questions particular to a specific class should be first be directed to the teacher of that class. Advisors facilitate both October and March student/parent/advisor conferences and are often present at any other significant conference held concerning their advisee at other times in the year.

### ***Director of the Learning Center***

#### **Greg Smith**

The school employs a Director of Learning Support who consults with faculty to create the most effective learning strategies for individual students. Academic specialists are available to families for contracted tutoring services after receiving a recommendation from the school.

When seeking or scheduling a tutor, please coordinate directly with Greg. This allows us to help with goal setting, scheduling, coordination with teachers and school work, and finding the right tutor match for an individual student. For some students it is best to schedule tutoring outside of school hours, while for others, tutoring during the school day brings the greatest benefit.

### ***Assistant Head of School***

#### **Catherine Adams**

The Assistant Head of School's role is to oversee the academic program, including curriculum, instruction and professional development at Billings. Questions about academics, assessment, and instruction should be directed to Catherine.

### ***Head of School***

#### **Anne-Evan Williams**

The Head of School is responsible for the overall health and vision of the school community. While you are encouraged to seek out and collaborate with the people in

the school who work most closely with your child, the Head of School's door is always open for questions or conversation. Appointments to meet with the Head can be made through Jennifer Grisham in the Front Office. The Head of School's office is located on the second floor of the main building.

### ***Business Officer***

#### **Kristin Knopf**

Kristin is the person you can contact with questions regarding tuition payments, billing information, financial aid or anything related to financial matters. The Business Office is located in the Outpost Administrative building, next to the East Village.

### ***IT/Facilities Director***

#### **Brian Hanners**

Any questions, concerns or information regarding internet technology or the school facilities can be directed to Brian. The IT/Facilities Office is located in the Outpost Administrative building, next to the East Village.

### ***Office of Admissions and Advancement***

#### **Ginger Goble-Van Diest, Director and Riley Burns, Associate**

The Office of Admissions and Advancements coordinates the effort to raise awareness of and resources for the school while also managing the admissions process and enrollment contracts.

### ***Communication Tips***

When communicating with the school about your student and academics, it is best to contact these people:

#### **General Academics**

- The individual teacher, if about a specific class
- Advisor, if about grade level classes in general

#### **Additional Student Support**

- Academic tutoring – Greg Smith
- Disciplinary concerns - Anne-Evan Williams

#### **Curriculum or Program Questions**

- Catherine Adams

## **Faculty and Staff**

All faculty, including teachers and administrative staff, can be reached during school hours at (206) 547-4614. Outside of school hours, the best way to contact faculty or

staff is through email. Email addresses are comprised of: first name last initial@billingsmiddleschool.org

**Adams, Catherine**

Assistant Head of School  
Washington State History  
7<sup>th</sup> Grade Advisor  
[catherinea@billingsmiddleschool.org](mailto:catherinea@billingsmiddleschool.org)

**Adkins, Jessie**

Academic Technology Coordinator  
7<sup>th</sup> Grade Lead Advisor  
[jessiea@billingsmiddleschool.org](mailto:jessiea@billingsmiddleschool.org)

**Brazier, Sabrina**

Arts Coordinator  
Vocal Music  
[sabrinab@billingsmiddleschool.org](mailto:sabrinab@billingsmiddleschool.org)

**Brown, Anthony**

Athletic Director  
Physical Education  
[anthonyb@billingsmiddleschool.org](mailto:anthonyb@billingsmiddleschool.org)

**Burns, Riley**

Advancement Assistant  
[rileyb@billingsmiddleschool.org](mailto:rileyb@billingsmiddleschool.org)

**Cooper, Linda**

6<sup>th</sup> and 7<sup>th</sup> Language Arts  
6<sup>th</sup> Grade Lead Advisor  
[lindac@billingsmiddleschool.org](mailto:lindac@billingsmiddleschool.org)

**Crenshaw, Pam**

6<sup>th</sup> Math  
6<sup>th</sup> Grade Advisor  
[pamc@billingsmiddleschool.org](mailto:pamc@billingsmiddleschool.org)

**Goble-Van Diest, Ginger**

Director of Advancement  
Parent Association & Alumni Outreach  
Direct line: 206-971-3105  
[gingerg@billingsmiddleschool.org](mailto:gingerg@billingsmiddleschool.org)

**Gordon-MacLean, Andy**

6th and 8th Science  
6th Grade Advisor  
[andym@billingsmiddleschool.org](mailto:andym@billingsmiddleschool.org)

**Gravley, Alex**

Visual Art  
Expeditionary Education  
[alexg@billingsmiddleschool.org](mailto:alexg@billingsmiddleschool.org)

**Grisham, Jennifer**

Administrative Assistant, Receptionist & Registrar  
Front Office 547-4614 (Press 0 to report attendance: absences, late arrival or early dismissal)  
[jenniferg@billingsmiddleschool.org](mailto:jenniferg@billingsmiddleschool.org)

**Hanners, Brian**

IT and Facilities Director  
Direct line: 206-971-3101  
[brianh@billingsmiddleschool.org](mailto:brianh@billingsmiddleschool.org)

**Heavner, Rob**

Spanish  
7th Grade Advisor  
Expeditionary Education  
[robh@billingsmiddleschool.org](mailto:robh@billingsmiddleschool.org)

**Hogan, Jeff**

Drama  
[jeffh@billingsmiddleschool.org](mailto:jeffh@billingsmiddleschool.org)

**Jacobs, Maya**

7th Grade Advisor  
7th Grade Health and Science  
Physical Education  
Expeditionary Education  
[mayaj@billingsmiddleschool.org](mailto:mayaj@billingsmiddleschool.org)

**Kalmus, Johanna**

7th and 8th Math  
7th Grade Advisor  
[johannak@billingsmiddleschool.org](mailto:johannak@billingsmiddleschool.org)

**Knopf, Kristin**

Business Officer

Financial Aid Officer  
Direct line: 206-971-3106  
[kristink@billingsmiddleschool.org](mailto:kristink@billingsmiddleschool.org)

**Larson, Vic**

Guidance Counselor  
[vicl@billingsmiddleschool.org](mailto:vicl@billingsmiddleschool.org)

**Lawson, Katie**

8<sup>th</sup> Grade Seminar  
[katiel@billingsmiddleschool.org](mailto:katiel@billingsmiddleschool.org)

**List, Becky**

6th, 7th, and 8th Math  
8th Grade Advisor  
Afterschool Clubs and Student Council Coordinator  
[beckyl@billingsmiddleschool.org](mailto:beckyl@billingsmiddleschool.org)

**Nadir, Selma**

Substitute Coordinator  
[selman@billingsmiddleschool.org](mailto:selman@billingsmiddleschool.org)

**Parker, Josh**

8th Grade Global Studies  
8th Grade Advisor  
Expeditionary Education Coordinator  
[joshp@billingsmiddleschool.org](mailto:joshp@billingsmiddleschool.org)

**Pereira, Birch**

Instrumental Music  
[birchp@billingsmiddleschool.org](mailto:birchp@billingsmiddleschool.org)

**Rahn, Bennett**

6th Geography  
Physical Education  
6th Grade Advisor  
[bennetr@billingsmiddleschool.org](mailto:bennetr@billingsmiddleschool.org)

**Smith, Greg**

Learning Center Director  
(C) 206-282-4637  
[gregs@billingsmiddleschool.org](mailto:gregs@billingsmiddleschool.org)

**Swearinger, Sarah**

8<sup>th</sup> Math  
Math Department Chair

Curriculum Committee Chair  
8<sup>th</sup> Grade Advisor  
[sarahsw@billingsmiddleschool.org](mailto:sarahsw@billingsmiddleschool.org)

**Wiggins, Heidi-Marie**

8th Grade Language Arts  
7th Grade US Studies  
8th Grade Lead Advisor  
[heidimariew@billingsmiddleschool.org](mailto:heidimariew@billingsmiddleschool.org)

**Williams, Anne-Evan**

Head of School  
[anneevanw@billingsmiddleschool.org](mailto:anneevanw@billingsmiddleschool.org)

# Parent Association

## ***Mission***

The Parent Association (PA) supports the mission of Billings Middle School by building community among parents and by deepening connections between the school and the parent body. A strong parent community creates the foundation for a vibrant and healthy school!

## ***Basic Organization***

The Billings Middle School PA is comprised of all parents and guardians of students enrolled in the school. PA leadership includes parents who serve as co-chairs, representatives for each grade level, committee chairs and event or program coordinators. Members of the administration serve as faculty liaisons to the PA.

Billings Middle School parents are invited and encouraged to be involved in the PA by volunteering to organize, and to participate in, the many PA events, activities and programs offered.

## **Parent Association Co-Chairs for 2013-2014**

Marilyn Spotswood (8th): [marilynspotswood@hotmail.com](mailto:marilynspotswood@hotmail.com)

Erin Fetridge (7th): [erinbryn68@hotmail.com](mailto:erinbryn68@hotmail.com)

Stephanie Maurer (6th): [Smaurer027@gmail.com](mailto:Smaurer027@gmail.com)

## **Parent Association Faculty Liaisons**

Ginger Goblel-VanDiest, Director of Admissions and Advancement  
206-971-3102, email: [gingerg@billingsmiddleschool.org](mailto:gingerg@billingsmiddleschool.org)