



Student-Parent Handbook

Revised 2017

Dear Billings students and families,

Welcome to Billings Middle School! We are delighted to have you in the Billings family!

Billings is a dynamic learning community, and as such we rely on partnerships between teachers, parents, students, and administration for a successful school year. Within these pages, you'll find both the Student and Parent Codes of Conduct, our disciplinary philosophy, as well as information that helps guide a positive and inclusive school culture.

The Billings Middle School Student-Parent Handbook was created as a reference tool, designed to keep parents and students informed about the procedures and policies of our school. It is our hope that parents and students will review the Handbook together, and will ask questions of our faculty and staff when they arise.

Like any good school, Billings is always evolving. Teachers experiment with new curricula, and the administration may modify programs to suit the needs and interests of an ever-changing student body. Every year the Student-Parent Handbook is reviewed and revised to reflect those changes. So even if you're a returning Billings student or parent, I encourage you to peruse this handbook again. The care that goes into creating and editing the handbook reflects the thoughtfulness and creative thinking that goes into designing the entire Billings program.

Thank you for choosing Billings Middle School. I look forward to a productive and engaging school year!

Best,

A handwritten signature in blue ink, appearing to read "Anne-Evan K. Williams".

Anne-Evan K. Williams, PhD
Head of School

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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.

Values

The Billings Middle School experience is designed to stretch, support, and inspire adolescent learners which begins with each child being seen and known. It is shaped and defined by these core values:

Individuality

Inclusivity

Exploration

Intellectual Challenge

Social Justice

Integrity

Creativity

Collaboration

Fun!

Diversity and Equity Statement

Billings Middle School is committed to achieving and sustaining a diverse student body, staff, and Board of Trustees, with particular attention given to underrepresented populations; nurturing a community wide culture of radical inclusivity; and fostering a purposeful curriculum emphasizing social justice and equity. We pursue this endeavor with deliberate intent and actions.

We Define...

Our Diversity to include:

Race, gender, gender identity, ethnicity, age, culture, national origin, religious belief, physical ability, sexual orientation, socio-economic class, political conviction, and learning differences.

Our Equity as:

Ensuring fair treatment and equal access to education, employment, and opportunity for all members of our community.

Our Underrepresented Populations as:

Those populations that are most underrepresented in independent schools, on college campuses, and in positions of leadership.

Our Radical Inclusivity as:

A stance. It is the commitment to not just tolerating, but to seeking out, inviting, and welcoming the presence of others, especially those who are different from us, and who challenge us. It is the commitment to asserting a welcome to the underrepresented and finding a way to bring them to the center. It is the belief that there is room enough for everyone to join our community, and that our community is better for it. Radical inclusivity is not just offering the seat next to you, but getting up and offering yours while you go find a chair to pull up.

Billings Middle School is committed to nurturing an inclusive culture. We strive to create a transformative educational and professional environment where all members feel welcomed, supported, and valued for their contributions to the community, and are encouraged to confront their personal, academic, and institutional bias and belief systems. Billings fosters a purposeful curriculum emphasizing social justice and equity, and aimed at preparing students for active citizenship in a diverse and interconnected world. We believe that a diverse community contributes not only to students' social and emotional development, but also to their potential for academic excellence.

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.

Student Code of Conduct

Every community you join exists with different goals and expectations. In order to achieve its goals, members of the Billings community make mutual agreement about behaviors.

As a school, Billings' culture will foster:

Individuality

Inclusivity

Exploration

Intellectual Challenge

Social Justice

Integrity

Creativity

Collaboration

Fun!

By

- Building and sustaining a variety of learning communities and cohorts, both in and out of the classroom.
- Actively discussing the roles of power and privilege, while encouraging dialogue about the value of differences.
- Creating an intimate learning space that is responsive to both individual and community needs.
- Creating an expeditionary mindset which encourages students to extend themselves beyond their zone of familiarity.
- Helping students to identify and articulate their own unique needs and qualities as learners and people, while giving them language and strategies that enable them to successfully engage their own learning, conflicts, and growth.
- Building curriculum that familiarizes students with the world around them, emphasizes service and care of surrounding environment, and promotes sustainability.

As a member of our community, you have the right:

- to be free from hurt and to feel safe
- to have personal privacy
- to explore your own interests with responsibility
- to discover the joy of learning

As a member of our community you agree to support the culture by:

- Being receptive and responsive to feedback from teachers, parents, and peers, and engage in the efforts of the group by encouraging the strengths of the group members
- Recognizing and acknowledging the ways in which our position and power may be influencing our conduct, and inviting all voices to the conversation
- Approaching challenge and discomfort with a mindset that is open to the possibility of discovery and personal growth
- Recognizing and acknowledging my own unique sets of needs, challenges, and strengths
- Advocating for myself and others, not just in individual learning but in community growth
- Acknowledging the mutuality of any community, and participating in the active care and maintenance of that environment

A Billings student will...

- Use collegial language and conduct in any group situation.
- Adhere to safety standards put in place by the school in the classroom, during movement around the Green Lake neighborhood, and on expeditions.

- Care properly for equipment and property of the school and of others.
- Abide by the seven principles of “Leave No Trace.”
- Use technology appropriately as tools to serve the academic objectives of the school.
- Observe and respect time, especially in class schedule, deadlines, and communication.
- Respect all school rules as outlined in the Billings Handbook.

Disciplinary Philosophy and Procedures

The Billings philosophy of discipline is based on a model of restorative justice. Restorative justice focuses on righting a wrong committed and repairing harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers. Restorative justice combines strict control and strong support of youth, and approaches wrongdoing in a way that is not punitive, neglectful, or permissive. Inclusion in the disciplinary process is a basic tenet of restorative justice. This also means that the offending student must be willing to enter into the process of restorative justice. If the student is unwilling, the student may have to leave school until she is ready to enter the restorative process.

Just as Billings designs its curriculum to be responsive to individual student learning differences, Billings also approaches discipline in order to be responsive to individual student needs and challenges. Billings disciplinary goals are first and foremost 1) to ensure the safety of the school community; 2) to nurture an inclusive and caring community; and 3) to create opportunities for learning and growth.

Restorative practices are designed to:

- Resolve conflict, hold individuals and groups accountable
- Repair harm and restore positive relationships
- Reduce, prevent, and improve harmful behavior
- Build healthy relationships between educators and students
- Address and discuss the needs of the school community¹

Restorative responses to student incidents may include the following:

- Community conferencing
- Community service
- Peer juries
- Circle process
- Peer mediation
- Social and emotional learning
- Informal restorative practices

¹ <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

Billings Middle School will keep records of all restorative justice action taken with students and will notify the parents of actions taken when necessary. If a pattern of disruptive behavior emerges, parents will be contacted by the Dean of Student Life and Diversity.

There are occasions when student behavior calls for more in-depth remediation because it poses a threat to the physical or emotional well being of the student and/or others, and is disruptive to the learning environment. We may employ the use of behavioral contracts, detentions, suspension or other appropriate action. Parents and students should be aware that some actions may be violations of the law and could be subject to legal actions by city authorities and/or parents of students affected by those actions.

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 Dean of Student Life and Diversity.

Any cell phone seen during the school day may be confiscated by any member of the faculty or staff of Billings and the device will be give to the Dean of Student Life and Diversity and kept until the end of the school day. If cell phone confiscation becomes a pattern the student's phone will be kept by the Dean of Student Life and Diversity until a parent is able to pick up the device.

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 or breezeway 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.

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.

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. 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.

Drugs, Alcohol and Tobacco

Alcohol, tobacco and nicotine products, and other drugs are not permitted while students are under school care and supervision: while on campus, or on any school sponsored trip. This includes the misuse of prescription drugs or use of legal or illegal psychoactive drugs for the intent of intoxication or achieving an altered mental/physical state. Paraphernalia used in affiliation with alcohol, tobacco and nicotine, or other drugs is not permitted.

The school's response to drugs and alcohol infractions comes in two parts. The first is educational and health oriented, the second is disciplinary. We believe that both responses are essential to the wellbeing of the individual student and the school community. If a student is found using or possessing drugs, alcohol, tobacco or related paraphernalia the parents will be notified and the student will likely be suspended for a minimum of 24 hours. When the student returns he/she will meet with the Dean of Student Life and Diversity to determine further disciplinary responses. The student will be required to undergo an evaluation by a certified substance abuse counselor and further required to adhere to the recommendations of the substance use counselor. The student may also be required to attend school sponsored help sessions.

Electronics

The use of personal music, game or video players is not permitted during the school day on the school grounds. Headphones and earbuds are also not permitted to be worn in ears or around the neck outside of the classroom and should only be used when directed by a member of the faculty or staff. Trips are an extension of school and the same policies apply.

Hate Language and Symbols

We recognize the importance of a safe atmosphere in which every student is treated with respect. Billings Middle School is against the use of disrespectful language of all types, including racial epithets, ethnic slurs, and pejorative terms relating to religion, sexual orientation, social class, ability, or appearance. The school will respond immediately every time we hear of or hear a slur or any example of bias speech, whether the speaker used it in a joking or serious manner, so that everyone knows that disrespectful speech is always unacceptable.

Signs, posters, and clothing cannot include items that are vulgar, obscene, libelous, or denigrate others because of race, color, religion, ancestry, national origin, sex, sexual orientation or disability (i.e. confederate flag, swastika.....).

If a student uses bias terms or symbols without appearing to grasp their significance, we will provide age-appropriate information that makes clear why such messages are disrespectful. We will also use peer conflict mediators or members of groups like gay/straight alliances or cultural clubs may make the point more effectively than teachers.

We will educate the students about the meaning of the words or symbols they have used and the reasons those words and symbols hurt a group of people. An education session might be more effective outside of a disciplinary conference, perhaps with a counselor, teacher or trained peer mediators.

The continued use of hate speech or hate symbols will not be tolerated at Billings and may result in suspension or expulsion.

Substance Abuse

The fundamental role of Billings Middle School is to provide its student body with the academic and social skills necessary to become healthy, productive citizens who will contribute positively to the school and community. We recognize that substance abuse is a negative and destructive behavior that is inconsistent with the needs of healthy, growing and developing individuals. A person's use of alcohol, tobacco and other drugs can lead to the illness of chemical dependency.

Therefore Billings Middle School prohibits the use of these substances and will provide preventive education for all students and assistance to any student displaying signs of risk. Furthermore, we believe that it is the responsibility of the Billings Middle School community to take steps to promote and maintain a drug-free environment.

The possession or use of drugs or alcohol, on the school campus or at school-sponsored activities, will lead to an out-of-school suspension. A repeat of the behavior may cause expulsion. The selling of alcohol or drugs is considered an extreme offense leading to expulsion. Smoking is forbidden on the school campus and at all school-sponsored activities.

We also recognize that what students do outside of school may have an impact on their health, safety and academic performance. Parents should expect to hear from teachers, or administrators any time we note a significant change in a child's behavior or possess information of activities that might endanger a student's health and well-being. Communication between school and home is the best way to prevent students from abusing any harmful substances.

Weapons

Any student who brings a weapon to school shall be referred to a law enforcement agency. Based on conferral with the law enforcement agency, the Head of School may suspend or dismiss the student from the school.

Any weapon or object designed for assault is strictly prohibited. These items include, but are not limited to, guns (including BB guns, or any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas), knives, mace, etc. Explosives or explosive devices such as gunpowder, fireworks, firecrackers, bottle rockets, etc., are strictly prohibited. The possession of any of the above, unless a member of the School administration expressly grants permission, will result in immediate separation, temporary or permanent.

Fires (open flame) and Safety

No person shall be allowed to possess or use flammable materials, matches, candles, cigarette lighters or any type of open flame in the school building except when using laboratory or domestic science equipment and under the immediate supervision and direction of an instructor. Such items as cigarette lighters, matches, torches, or other flammables will be confiscated.

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. 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.

Academic 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 Assistant Head of School, the Dean of Student Life and Diversity, 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.

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 two semesters, and a 7-week "winterim" term. Conferences are held in the fall and spring.

Student/Parent/Advisor Conference

Fall and spring 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 conference, and spend significant time preparing for them.

Semester Grades and Narrative Reports

At the end of each semester, students receive a final grade for that semester. Additionally, 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.

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.

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.

School Policies and Guidelines

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.

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.

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. Regular attendance is necessary to meet the educational needs of students. It is our expectation that all students will be present daily.

Bicycles and Skateboards

Students riding bicycles, skateboards, longboards, scooters, and any other wheeled modes of transportation to school are required to wear helmets. Bicycles must be locked in the bike rack, out of the way of cars. Smaller wheeled modes of transportation should be checked in at the front office at the beginning of the day and kept out of the way; none of these modes of transportation should be used during the school day unless they are a part

of a scheduled PE class. Violating this policy will result in confiscation of the device by the Dean of Student Life and Diversity.

Classwork and Absences

Students are responsible for making up assignments missed when absent. Students are responsible for requesting assignments one week prior to all planned absences. For shorter absences, students should contact peer homework partners for assignments.

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 72nd 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
3:45			Campus Closed

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.

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 the Expeditionary Education Coordinator(s) at school. Often, we can supply or connect students with appropriate gear or clothing.

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.

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.

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.

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.

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.

Pet/dog policy

Pets may not enter the school building or be on school grounds; that includes the blacktop and the breezeway.

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.

Recess

Recess is a time to have fun with friends in a safe environment. Recess takes place every day at Green Lake Park. In order to ensure that recess is safe and enjoyable for everyone, Billings students agree to follow the guidelines below:

WE ALWAYS FOLLOW THE BILLINGS CODE OF CONDUCT AT RECESS

- **Boundaries:**
 - Boundary to east: Outer trail around the lake.
 - Other: Sidewalk running along the park entrance road and around playground. Paved path on the nearside of the athletic fields (unless a field is open & a faculty member supervises).
 - No farther west than the basketball court and the bathroom doors.

- **Play Area Guidelines:**
 - Merry-go-round: 8 students on the merry-go-round at a time. If a little kid wants to get on, our students must get off.
 - Swings: Leave red chair swings empty at all times. During busy times at the park (Fall, Spring) leave 2 empty black swings.
 - Play Area: Our students are not to be on the playground/play area

- **Community Center:**
 - Community center is off limits for student use. No food/candy may be purchased.
 - To use the bathroom, a student must notify teacher and then go with one other student using the outside doors.

- **Peaceful Play:**
 - We do not use real or imaginary weapons.
 - We do not pretend to “kill” one another.
 - We do not tackle or wrestle with one another.

Recess is over when the teachers signal that recess is over. Each student will immediately gather and be ready to head back to the school.

Student Sales and Solicitations

The selling of merchandise, tickets, etc. is prohibited on school grounds and among students unless pre-approved by the Dean of Student Life and Diversity. Selling of personal merchandise is always prohibited. Students participating with non-profit organizations may request to sell on campus within a specific time frame. These requests must be made with the Dean of Student Life and Diversity.

All announcements, posters, and advertisements of activities in school or out of school must be approved by the Dean of Student Life and Diversity. All school fund raising activities in which students participate must be approved in advance by the Dean of Student Life and Diversity.

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 scheduled meetings with teachers. Campus is closed until 8:10am and students are not 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.

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 near the end of 6th 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.

Tardiness

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

Students who arrive at school after 8:30am, or are not in their classrooms by 8:30am, are marked "tardy" in the Billings attendance system. Because classes begin promptly at 8:30am, students who are tardy to class are losing critical instructional time.

Each month, at the conclusion of the month, parents of students with more than five tardies to school during the calendar month will be notified by email. If a student has three months of continual tardies to school, the parents will be asked to meet with the Dean of Student Life and Diversity, in order to formulate an attendance plan.

Students missing class work due to persistent tardies may be asked to make up work during Office Hours, lunchtime, or before or after school. Students are responsible for all work missed when tardy to school.

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.

Emergency Procedures

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.

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.

Nutrition

Food and Snacks

At Billings good nutrition plays an integral role in your child's learning. Please pack healthy, foods in reusable containers whenever possible. Proteins, fresh fruits and vegetables and whole grains help students have the energy and focus to succeed at school.

- Candy, gum, high sugar snacks, caffeinated drinks, juice, and other flavored drinks will not be consumed at school. They will be sent home for your child to enjoy after school.
- We are unable to heat individual meals.
- Water is available at all times via the drinking fountains. Each student should provide her own water bottle for use throughout the day.
- All Billings students need to bring their own snacks. These older and bigger children need nutritious food and lots of it. There may be a group snack provided for the whole class on birthdays, other celebrations, and some special lessons. But, most days, students will rely on their snacks brought from home to keep up their energy during the day. Please have students include extra food in their lunch box for them to have as a mid-morning snack and after school if they are staying past 3:30pm.
 - Snack Suggestions:
 - whole fruit, such as apples, strawberries, banana, mango, etc.
 - whole nuts, such as cashews, walnuts, pistachios, almonds, pecans, etc.
 - cut up raw veggies
 - hard boiled egg
 - string cheese
 - greek yogurt (be aware of too much sugar)
- 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.

Please note that at certain times, Billings, in its need to be responsive and respectful to food allergies, may declare a classroom or the entire school “specific food free”.

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.

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.

ETC...

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 Office of Advancement produces advertising campaigns and Admissions events for the recruitment and admissions process with prospective students' families.

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

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

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](#):

Community Celebration and Fundraising Dinner

The Billings Community Celebration and Fundraising 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.

Directory Policy

The contents of the directory are for Billings Middle School use only. Please respect families' privacy. The information contained in the directory may not be used for mass mailings ("spam") or business solicitation purposes.

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).

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.

Tutoring – The Learning Center

It is common for the school to support student learning through teacher meetings, after school clinics and small group workshops. 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.

Volunteers

Certain trips are well suited for parent volunteers. Parents are always welcome to join us for our winter 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. Volunteers must be cleared by the the Washington State Patrol prior to volunteering.

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, Office Manager/Registrar
Shannon Foran, Administrative Assistant

The front desk is the communication hub for parents, students and faculty regarding absences, late arrivals, or schedule changes. Jennifer or Shannon answer the phone and any general questions you might have. They 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.

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.

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.

Dean of Student Life and Diversity

Rob Bradford

The Dean of Student Life and Diversity is responsible for fostering an atmosphere conducive to learning and leading implementation of the school's diversity efforts. Questions about the

life of students including discipline, behavior, and restorative practices should be directed to Rob.

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

Riley Burns, Associate

Shannon Foran, 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.

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.

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
- Student's advisor

Additional Student Support

- Academic tutoring – Greg Smith, Learning Center Director
- Disciplinary concerns - Rob Bradford, Dean of Student Life and Diversity

Curriculum or Program Questions

- Catherine Adams, Assistant Head of School

When all else fails, you feel you have tried to find answers and you are not succeeding

- Anne-Evan Williams, Head of School

When you are pleased with the job being done by anyone who work with your child(ren), please tell them! And let the Head know as well.

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
8th Grade Project
7th Grade Advisor
catherinea@billingsmiddleschool.org

Adkins, Jessie

Academic Technology Coordinator
Design Lab
7th Grade Lead Advisor
jessiea@billingsmiddleschool.org

Bradford, Rob

Dean of Student Life and Diversity
Direct line: 206-971-3122
robb@billingsmiddleschool.org

Brazier, Sabrina

Vocal Music
sabrinab@billingsmiddleschool.org

Brown, Anthony

Athletic Director
Physical Education

6th Grade Advisor
anthonyb@billingsmiddleschool.org

Burns, Riley
Advancement & Admissions Associate
rileyb@billingsmiddleschool.org

Cooper, Linda
6th and 7th Language Arts
6th Grade Lead Advisor
lindac@billingsmiddleschool.org

Foran, Shannon
Administrative Assistant
shannonf@billingsmiddleschool.org

Foster, Steven
6th, 7th, and 8th Math
Expeditionary Education: GO
Physical Education
7th Grade Advisor
stevenf@billingsmiddleschool.org

Goble-Van Diest, Ginger
Director of Admissions & Advancement
Parent Association & Alumni Outreach
Direct line: 206-971-3105
gingerg@billingsmiddleschool.org

Gomez, Abby
7th & 8th Spanish
Physical Education
7th Grade Advisor
abbyg@billingsmiddleschool.org

Gravley, Alex
Visual Arts
Expeditionary Education: GO
8th Grade Advisor
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

Hanners, Brian

IT and Facilities Director

Direct line: 206-971-3101

brianh@billingsmiddleschool.org

Heavner, Rob

Expeditionary Education Coordinator

6th Spanish & Geography

6th Grade Advisor

robh@billingsmiddleschool.org

Hogan, Jeff

Drama

jeffh@billingsmiddleschool.org

Hollie, McCall

8th Global Studies

8th Grade Project

7th Washington State History

Physical Education

8th Grade Advisor

mccallh@billingsmiddleschool.org

Jacobs, Maya

Expeditionary Education Coordinator

7th Grade Health and Science

7th Grade Advisor

mayaj@billingsmiddleschool.org

Knopf, Kristin

Business Officer

Financial Aid Officer

Direct line: 206-971-3106

kristink@billingsmiddleschool.org

Larson, Vic

Guidance Counselor

vicl@billingsmiddleschool.org

List, Becky

6th Math and Science

6th Grade Advisor

After School Clubs Coordinator

beckyl@billingsmiddleschool.org

Matthews, Chris
8th Science
7th and 8th Math
8th Grade Advisor
chrism@billingsmiddleschool.org

Smith, Greg
7th & 8th Math
Learning Center Director
(C) 206-282-4637
gregs@billingsmiddleschool.org

Swearinger, Sarah
6th & 8th Math
Math Department Chair
Curriculum Committee Chair
8th Grade Advisor
sarahsw@billingsmiddleschool.org

Melanie White
Drama
melaniew@billingsmiddleschool.org

Wiggins, Heidi-Marie
8th Grade Language Arts
7th Grade US Studies
8th Grade Lead Advisor
heidimariew@billingsmiddleschool.org

Williams, Anne-Evan
Head of School
anneevanw@billingsmiddleschool.org

Parent Code of Conduct At Billings Middle School

We are very fortunate to have a supportive and friendly parent body. Our parents recognize that educating children is a process that involves partnership between parents, teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship. For these reasons we continue to welcome and encourage parents to participate fully in the life of the school. The purpose of this policy is to provide a reminder to all parents to our school of the expected conduct so we can continue to thrive, progress and achieve in an atmosphere of mutual understanding. Following the guidance set out, we expect parents to:

- Respect the property of others.
- Treat others with dignity and respect.
- Have the child in school on time with the necessary supplies
- Sign up and attend scheduled conferences.
- Attend informational/educational events clarifying expectations and deepening knowledge of Billing's philosophy
- Follow the school's rules, calendars, deadlines and expect your child to do the same.
- Speak respectfully to the teachers, staff and other parents in front of children, especially when there is a disagreement.
- Build a bridge of acceptance and understanding, and expect my child to do the same, among the different cultures represented at the school.

In order to support a peaceful and safe school environment the school cannot tolerate parents exhibiting the following:

- Shouting at members of the school staff either in person or over telephone.
- Breaching the school's security procedures.
- Physically intimidating a member of staff, i.e. standing very close to her/him.
- Defamatory offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites . Any concerns you have with the school must be made through the appropriate channels so they can be dealt with fairly, appropriately and effectively for all concerned.
- Abusive or threatening emails, text, voicemail, phone messages or other written communication.
- Disruptive behavior which interferes or threatens to interfere with the operation of the classroom, staff's office/office area, or any other area of the school grounds.
- Using loud/offensive language, swearing, cursing, using profane language or displaying temper.
- Threatening to do bodily harm to a member of the school staff, visitor, Board members, or fellow parent/child.

Should any of the above behavior occur the school may feel it necessary to contact the appropriate authorities, ban the offending parent from entering the school grounds or end the school contract.

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 2017-2018

Stephanie Maurer (8th): Smaurer027@gmail.com

Tara Levin-Delson (7th): tarald@halcyon.com

Elizabeth Ralston (6th): elizabeth.s.ralston@gmail.com

Erin Fetridge (parent-at-large): erinbryn68@hotmail.com

Parent Association Faculty Liaison:

Ginger Goble-VanDiest, Director of Admissions & Advancement

Phone: 206-971-3102

Email: gingerg@billingsmiddleschool.org

Parent and Student Acknowledgement and Receipt
of
The BMS Student-Parent Handbook
2017-2018

I acknowledge that I have received a copy of the Billings Middle School Student-Parent Handbook. I understand that it contains important information on policies and procedures. I realize this handbook is not intended to cover every situation which may arise but is simply a general guide to refer to.

I understand that it is my responsibility to familiarize myself with the information and that I agree with the policies and rules of the school.

I further understand and acknowledge that BMS may change, add or delete any policies or provisions in this handbook as it sees fit in its sole judgment and discretion.

I acknowledge and understand that this Student-Parent Handbook supersedes and replaces any and all prior handbooks or materials previously distributed.

Student's Name _____

Grade ____

Student Signature _____

Date _____

Parent's Printed Name _____

Parent's Signature _____

Date _____