B. Mahlon Brown Academy of International Studies

Parent / Student Handbook

2019 - 2020

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# TABLE OF CONTENTS

- **Letter from Principal** ........................................................................................................................................... 2
- **Mission Statement** ................................................................................................................................................... 3
- **School Directory** ..................................................................................................................................................... 4
- **Instructional Staff** .................................................................................................................................................... 5
- **Middle Years Program** .............................................................................................................................................. 6-11
  - Learner Profile Traits ............................................................................................................................................... 8
  - MYP Instruction ....................................................................................................................................................... 9
  - MYP Assessments ................................................................................................................................................... 10
- **IB Components** ....................................................................................................................................................... 11
- **Required Courses** ................................................................................................................................................... 12
- **Elective Courses** ..................................................................................................................................................... 13
- **Bell Schedule** .......................................................................................................................................................... 16
- **School Supplies** ....................................................................................................................................................... 17
- **Attendance** ............................................................................................................................................................... 18-19
  - Absence Notes ....................................................................................................................................................... 18
  - Tardy Policy/Withdrawals ...................................................................................................................................... 19
- **Grading** .................................................................................................................................................................... 20
  - Late Work Policy ..................................................................................................................................................... 20
  - Minimum “F” Policy ............................................................................................................................................... 21
  - Progress Reports/Citizenship Rubric ....................................................................................................................... 22-23
  - Promotion Retention Policy ..................................................................................................................................... 24
  - Dress Code .............................................................................................................................................................. 25
- **Backpacks/Cafeteria** ................................................................................................................................................. 26
- **Positive Behavior Interventions and Supports (PBIS)** ............................................................................................... 27
- **Discipline** ................................................................................................................................................................. 28-30
- **Dean’s Office Information** .................................................................................................................................... 31-32
- **Counseling Office** .................................................................................................................................................... 33-34
- **Phone Messages for Students/Cell Phone Parent Letter** .......................................................................................... 35
- **Clubs** ......................................................................................................................................................................... 36
- **Calendar** ................................................................................................................................................................. 37
Dear Parents and Guardians,

I want to take this time to welcome you to the 2019-2020 school year at B. Mahlon Brown Academy of International Studies. This is going to be an exciting year!

B. Mahlon Brown Academy of International Studies is an authorized International Baccalaureate (IB) Middle Years Program (MYP) World School. Every student at Brown Academy participates in the IB Program. The IB philosophy is ingrained in every aspect of our school, which means your child will have unique opportunities as a Brown Bear. As an IB school, we strive to help your student to become a well-rounded global citizen throughout their career at Brown Academy. This is accomplished through IB’s framework of learning, which encourages students to become creative, critical, and reflective thinkers. Brown Academy operates on a block schedule with designated A days (periods 1,3,5,7) and B days (periods 2,4,6,8). Each year all students will participate in their standard course of study, as well as, foreign language, visual or performing art, design and physical education. Accelerated coursework is offered in English, mathematics, social studies and science. High school credits are currently offered for Algebra I, Spanish I, and Spanish IIH.

B. Mahlon Brown Academy of International Studies is dedicated to maintaining a safe, positive and academically rigorous learning environment where all students can become active, responsible, global citizens and lifelong learners. We look forward to working with you to ensure your student’s success at Brown Academy.

If you have any questions or concerns, please do not hesitate to call us at 702-799-8900. I look forward to working with you and your student. Go Bears!

Sincerely,

Tara Powell, Principal
BROWN MISSION STATEMENT

B. Mahlon Brown Academy of International Studies is dedicated to maintaining a safe, positive and academically rigorous learning environment, where all students can become active, responsible global citizens and lifelong learners.

WE BELIEVE...

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

All students can learn, but learn in different ways.

Students learn best when they are actively engaged in the learning process and are challenged to succeed.

Students are responsible for their own actions in school and in life.

Staff, parents, and students share the responsibility for the support of the school’s mission.

BROWN MOTTO

Student Achievement through Academic Excellence

BROWN MASCOT

Brown Bear

BROWN SCHOOL COLORS

Black, red, and white
702-799-8900

Principal
Tara Powell
Grace Campbell, Administrative Assistant

Assistant Principal
Brianna Robinson
Debbie Crabtree, Secretary

Dean’s Office
Kimberly Goulet
Kathryn Pauli
Rebecca Reed, Secretary

Registrar
Kari Esparza

School Banker
Sarah Morton

Counselors
Scott Cobb (A - L)
Brian Gause (M - Z)

Health Office
DecDee Webb, Nurse
Susan Intiso, FASA

Learning Commons
Gerrie Smith

Magnet Office
Erika Benedict
Jane Ann Tiemann, Secretary

500 B. MAHLON BROWN ACADEMY OF INTERNATIONAL STUDIES
PARENT / STUDENT HANDBOOK
2019 - 2020 INSTRUCTIONAL STAFF BY DEPARTMENT

**Design**
Lori Diaz
Laura Zoumberis

**Language and Literature**
Rose Bowers
Jamie Eagan
Kristy Fitzgerald
Matthew Friedman
Ashley Hansen
Melissa Hiller
Amanda Kelly
Edward Ordonez
Kassandra Salley

**Science**
Karin Brooks
Gary Clark
Richard Coppi
Temple Forsythe
Jason Louvier
Cynthia Meyer

**Fine Arts**
Jason Markel
Emmanuel Mojica
Amy Rich
Suzette Sudweeks
Kaci Vanmeter

**Special Education**
George Comadena (STAR)
Christopher Carapucci
Lisa Engebretnson (SLD)
Janice Hambrick
Ashley Hansen
Erik Lechner
Michelle Rohde (SLD)
Ashley Walker
Sharon Welsh

**Individuals and Society**
Wes Allison
Allison Bernat
David Hardy
Jamie Lofthouse
Katherine Pipho

**Math**
Roosevelt Battad
Michael Johnson
Sarah Horne
Shari Oberg
Melinda Smith
Donna Wenger

**SB Magnet Coordinator**
Erika Benedict

**Instructional Coach**
Olivia Cooper

**Librarian**
Gerrie Smith

**Speech Therapist**
TBD

**School Psychologist**
Karen Weires

**Special Education Facilitator**
Jenna Fraterrigo

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B. MAHLON BROWN ACADEMY OF INTERNATIONAL STUDIES

PARENT / STUDENT HANDBOOK
B. Mahlon Brown Academy of International Studies and Basic Academy are authorized IB World Schools offering the Middle Years Programme. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Brown Academy of International Studies and Basic Academy believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme (and in addition the IB Career-related Certificate).

For further information about the IB and its programmes, visit http://www.ibo.org

**What is IB MYP?**

As the IB explains, the International Baccalaureate Middle Years Program (IB MYP) is designed for students ages 11 to 16 (grades 6-10 in U.S. schools). It provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century. Importantly, the MYP is flexible enough to accommodate the demands of most national and local curriculums.

**What does MYP mean for students?**

As indicated on the IBO website, the IB MYP creates a student-focused curricular framework that works towards the following:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice-Spanish or Chinese) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, and/or the workplace
What does the IB model look like?

The MYP offers a curricular framework that allows school-specific and subject-specific curricular requirements to be met, while maintaining the IB mission and philosophy. The MYP requires schools to teach a broad and balanced choice of subjects in every year of the program, currently organized into eight subject groups:

- Arts
- Design
- Language and Literature (English)
- Language Acquisition (Spanish)
- Individuals and Societies (Social Studies)
- Sciences
- Mathematics
- Physical and Health Education

The program model is based on the concept of balance. This is important for a number of reasons, such as:

- The program provides learning in a broad base of disciplines to ensure that students acquire the knowledge and skills necessary to prepare for the future.
- The subject group objectives include skills, attitudes and knowledge in addition to the understanding of concepts; the aim is to ensure that students are not only knowledgeable about a subject area, but also develop a genuine understanding and an ability to apply these in new contexts, in preparation for further learning.
- The program promotes the principle of concurrency of learning, whereby students deal with a balanced curriculum each year in which different subjects are studied simultaneously. As students mature and develop higher-order thinking skills, they explore the disciplines in increasing depth and realize how those disciplines are linked to each other and to local and global issues.
- The program encourages the use of a variety of teaching and learning methodologies to foster a climate in which students discover how they learn best in different situations.
- The program emphasizes the development of the whole person—affective, cognitive, creative and physical—and its effective implementation depends on the school’s concern for the whole educational experience, including what students learn outside of the classroom.

For more information on the above see the following: http://www.ibo.org/myp/curriculum

What will the MYP look like at B. Mahlon Brown Academy of International Studies?

Each year, teachers work to create and implement new units as well as existing units that have all the components of IB MYP, assess students according to the predetermined IB criteria, and, with students reflect on that unit in order to revise or refine it for the future.

Students should begin using some of the IB terminology from the Learner Profile when describing characteristics about themselves and others. They will also be encouraged to ask relevant questions and seek to find answers.
The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. (www.ibo.org)

**Inquirers**
We nurture curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers**
We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-Minded**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-Takers**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**
We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
What are the major components of an IB unit?

**Key concepts**

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between other subjects.

**Related concepts**

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

**Global contexts for teaching and learning**

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, the MYP can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

**Statements of inquiry**

The statement of inquiry is generated by synthesizing the key concept, the related concepts and the global context of the unit. The concepts may be explicit or implicit in the statement but the statement of inquiry should express the depth of conceptual understanding to be developed through the unit. By combining these elements, the conceptual understanding is contextualized and frames the unit. The essence and relevance of the unit will be clear to the teacher and students. Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 3 shows some possible statements of inquiry for MYP arts units.

**Inquiry questions**

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.
Approaches to learning (ATL)
All MYP units of work offer opportunities for students to develop and practice ATL skills. ATL skills provide valuable support for students working to meet the subject group’s aims and objectives. ATL skills are grouped into five categories that span the IB continuum of international education. IB programs identify discrete skills in each category that can be introduced, practiced and consolidated in the classroom and beyond.
While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.
What are the assessment components of the MYP program?
Assessment in the MYP is best described as internal because the assessment tasks, strategies and tools are
designed, developed, and applied by teachers working with students in their schools. The IB believes that teachers
are best placed to assess the work of their MYP students; the assessment model supports the professional
judgment of the teacher in deciding the levels of achievement of individual students.
The MYP assessment model is described as criterion-related, as it is based upon predetermined criteria.

The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria
of that particular subject group. Teachers are responsible for structuring varied and valid assessment tasks that
will allow students to demonstrate achievement according to the required objectives within each subject group.
These include, but are not limited to, open-ended, problem-solving activities and investigations, organized
debates, tests and examinations, hands-on experimentation, analysis, and reflection.

The most important aim of the MYP assessment is to support and to encourage student learning, recognizing the
importance of assessing the processes as well as the products of learning. To this end, students know the criteria at
the beginning of the unit and have an understanding of what it will take to achieve the criteria level they aspire to.
They also receive feedback from teachers letting them know where they are on the criterion rubric scale. These
assessment criteria will be shared in the beginning of the unit, and the scores will be shared at the unit’s
conclusion.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language &amp; Literature</td>
<td>Analyzing</td>
<td>Organizing</td>
<td>Producing text</td>
<td>Using language</td>
</tr>
<tr>
<td>Language Acquisition</td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating</td>
<td>Using language</td>
</tr>
<tr>
<td>Individuals &amp; Societies</td>
<td>Knowing and Understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and Understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the aspects of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and Understanding</td>
<td>Investigating Patterns</td>
<td>Communicating</td>
<td>Applying mathematics in the real-world contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing and Understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical &amp; Health Education</td>
<td>Knowing and Understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analyzing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Disciplinary grounding</td>
<td>Synthesizing and applying</td>
<td>Communicating</td>
<td>Reflecting</td>
</tr>
</tbody>
</table>

B. MAHLON BROWN ACADEMY OF INTERNATIONAL STUDIES
PARENT / STUDENT HANDBOOK
When will I know that students are experiencing MYP components?

Classroom teachers should post the unit planner and during these beginning years, notify students that the unit is an IB MYP unit. After a few years, the IB components and philosophy should be interwoven and form the basis for all teaching and learning.

IB MYP requires that classrooms become student-centered. In such classes that follow best-practices, students engage in carefully sequenced inquiry-based learning experiences. These experiences are framed in units that cause students to think and answer the unit questions from which students understand how the components in the unit connect and build toward the assessments. Action-based lessons, group collaboration, and developing habits of mind will integrate the social-emotional component of learning. IB MYP (and DP) also embraces and utilizes best practices of differentiated instruction, helping challenge and support all students – from those who are struggling to those who are advanced. This student-centered learning allows for a wide range of involvement for the student, which in turn encourages students to become lifelong learners, connected to their world and others who inhabit the world with them.

What is International Mindedness in the MYP?

Intercultural understanding develops an understanding of international-mindedness through conceptual transfer. Such international-mindedness facilitates the transfer of learning across global contexts as students engage with concepts and conceptual understandings as reflected across unique and varied cultures. As well, such analysis encourages inquiry into global issues of concern that draw out the multiple perspectives and situations of different cultures and nations.

All IB programs support international-mindedness and understanding of other cultures. Our teachers work diligently to create learning experiences that open up the minds of our students to other cultures.

How is Service Learning implemented in the MYP?

The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. Service in the MYP requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. When connected to classroom learning, the experience of service offers opportunities to apply concepts, skills and knowledge.

Classroom teachers will engage students in applying subject matter to developing plans and partnerships to meet real identified needs using a service learning model. Guided or classroom learning that leads to action addressing an authentic community need is most meaningful when allowing for student initiative that incorporates their interests, skills and talents. When the service experience has meaning and purpose for all involved, participating in reflection is also seen as rewarding. By reflecting on their service experience, students may gain a greater
awareness of the community and world they live in, and their role and responsibility in improving the lives of themselves and others.
### REQUIRED COURSE SELECTIONS

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MYP English 6 Block</td>
<td>MYP English Block 7</td>
<td>MYP English 8</td>
</tr>
<tr>
<td>MYP English 6 Block Accelerated</td>
<td>MYP English 7 Block Accelerated</td>
<td>MYP English 8 Accelerated</td>
</tr>
<tr>
<td>Year Long Individuals and Society</td>
<td>MYP History/Geography</td>
<td>MYP Geography</td>
</tr>
<tr>
<td></td>
<td>MYP History/Geography Accelerated</td>
<td>MYP Geography Accelerated</td>
</tr>
<tr>
<td>MYP Science 6</td>
<td>MYP Science 7</td>
<td>MYP Science 8</td>
</tr>
<tr>
<td>MYP Science 6 Accelerated</td>
<td>MYP Science 7 Accelerated</td>
<td>MYP Science 8 Accelerated</td>
</tr>
<tr>
<td>MYP Math 6</td>
<td>MYP Math 7</td>
<td>MYP Pre-Algebra 8</td>
</tr>
<tr>
<td>MYP Math 6 Accelerated</td>
<td>MYP Math 7 Accelerated</td>
<td>MYP Algebra I</td>
</tr>
<tr>
<td>MYP Spanish Language Arts 6</td>
<td>MYP Spanish Language Arts 7</td>
<td>MYP Spanish Language Arts 8</td>
</tr>
<tr>
<td></td>
<td>MYP Spanish I</td>
<td>MYP Spanish II Honors</td>
</tr>
<tr>
<td>Physical Education/ MYP Design</td>
<td>Physical Education/ MYP Design</td>
<td>Physical Education/Health</td>
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### Required Electives

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<tr>
<th>Required Electives</th>
<th>Required Electives</th>
<th>Required Electives</th>
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<tbody>
<tr>
<td>Band, Orchestra, Choir or Visual Arts</td>
<td>Band, Orchestra, Choir or Visual Arts</td>
<td>Band, Orchestra, Choir or Visual Arts</td>
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</tbody>
</table>

### Course Fees 2019 - 2020

The following courses have fees associated with their programs. Please select these courses carefully.

- Art - Beginning, Intermediate, Advanced: $20.00
- Band: $40.00
- Choir & Vocal Ensemble: $25.00
- Orchestra – Beginning: $30.00 (Beginning (Includes a T-shirt))
- Orchestra Intermediate, Advanced, Chamber: $20.00
- Physical Education: $15.00 (Includes uniform)
- CPR Certification: $15.00 (8th Grade Health Only)

* Price is subject to change.
* Payment plans may be arranged based on need. Please call the banker at (702) 799-8900 ext. 4077.

NOTE: Course offerings may be added or deleted depending on staffing changes, student need, or curricular changes.
# 2019 - 2020 BELL SCHEDULE

## Lunch 1

<table>
<thead>
<tr>
<th>Schedule</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6:30) 6:35 – 7:25</td>
<td>EB</td>
<td>EB</td>
</tr>
<tr>
<td>7:40 – 9:06</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9:10 – 10:31</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>10:35 – 11:05</strong></td>
<td><strong>Lunch 1</strong></td>
<td><strong>Lunch 1</strong></td>
</tr>
<tr>
<td>11:09 – 12:30</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12:34 – 1:56</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

## Lunch 2

<table>
<thead>
<tr>
<th>Schedule</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6:30) 6:35 – 7:25</td>
<td>EB</td>
<td>EB</td>
</tr>
<tr>
<td>7:40 – 9:06</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9:10 – 10:31</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10:35 – 11:56</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>12:00 – 12:30</strong></td>
<td><strong>Lunch 2</strong></td>
<td><strong>Lunch 2</strong></td>
</tr>
<tr>
<td>12:34 – 1:56</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

*Lunches are determined by a students 5th or 6th period teacher.  
EB - Early Bird
The following supplies are recommended for every student:

- (2) 2 inch binders (A/B Day)
- College ruled loose leaf paper
- Pencils and erasers
- (1) pack colored pencils
- (1) pack highlighters (multicolor)
- Blue, red, and black ball point pens
- Pencil pouch
- Ruler for home use
- (1) pack of dry erase markers
- Plastic binder dividers with pockets/folders
- Earbuds for computer use (recommended)
- Computer Mouse (recommended for Chromebook use)

*Please see the list below for supplies needed individually by class.

**Math**

(1) Spiral notebook (College Ruled)-min 100 pages / Folder for binder

**Individual and Societies**

(1) Spiral notebook (College Ruled) / Folder for binder

**Science**

(2) Composition notebooks (College Ruled)

Index Cards 3x5 lined

Glue Stick

Folder for binder

**Language and Literature**

1-inch binder

Folder for binder

**Language Acquisition**

(1) Composition notebook

Folder for binder
Regular attendance at school is a necessity if students are to achieve their fullest potential. Parents/Guardians are urged to work with school personnel to resolve issues that may interfere with their student’s school attendance.

Pursuant to Nevada Revised Statute (NRS) 392.040, students between the ages of 7 and 18 must enroll and attend school for the entire time the school is in session. Students who are 6 years of age must attend school, if enrolled, for the entire time the class in which they are enrolled is in session. ALL students enrolled must follow the rules of the school district including those relating to school attendance.

**Absence Notes**

**When your child is absent, please have him/her remember to do the following:**

The day your child returns after an absence, he/she should report to the Dean’s Office before school to turn in an absence note. You may also send an email to intissl@nv.ccsd.net.

Please include the following information for all absence notes:

- Your child’s name
- Grade
- Student number
- The date(s) he/she was absent
- Reason for the absence
- Parent signature

**Sample Absence Note**

September 5, 2019

Please excuse Student’s Name, Grade, Student Number, on Date

He/she was home with a fever.

Thank you,

[Parent/Guardian’s Name AND Signature]

The office staff will evaluate the student’s attendance profile and will contact parents/guardians of students who exceed eight (8) unexcused absences in one semester.

CCSD Regulation 5113 limits absences to eight (8) unapproved absences per semester. Therefore, if your child exceeds eight (8) unapproved absences in a semester, he/she will be denied credit and receive a failing grade for each class in which he/she exceeded eight (8) unapproved absences.

Students missing less than a full day shall be marked absent in those classes that were missed, which are part of the student’s total absences.

*Students and parents/guardians may be required to set up a conference with the Dean of Students when students accumulate an excessive number of absences.*
Approved Absences
An approved absence is defined as an unavoidable absence caused when a student is physically or mentally unable to attend school, an absence due to a court appearance, an absence due to a religious holiday, or a prearranged absence (not to exceed 8 in a school year).

Tardy Policy
Our goal is for every student to be in classrooms on time, every day, ready to learn. Students that are tardy to class disrupt the learning, as well as the learning of their peers, and they may miss important instruction. Students are to arrive to their classrooms prior to the tardy bell, or they will be marked tardy in Infinite Campus (IC). A student who is MORE than thirty minutes late to class will be counted absent for the class period.

Teacher Tardy Progressive Plan:
- 1st tardy = Verbal warning
- 2nd tardy = Verbal warning, parent/guardian phone call
- 3rd tardy = Verbal warning, parent/guardian phone call
- 4th tardy = Verbal warning, parent/guardian phone call
- 5th tardy = Dean’s office referral

Dean’s Office behavior interventions may include, but are not limited to:
- Attendance sheet for parent/guardian signature
- Attendance contract
- Counselor/Social Worker intervention
- Lunch detention
- In-House suspension (IHS)

Students with ZERO tardies will be rewarded with quarter and semester awards and/or events for their achievements.

Withdrawal and Transfers
If students are moving from Brown Academy’s attendance zone, they must obtain a Pupil Release and Transfer document from the registrar’s office. A parent or guardian must contact the registrar’s office and request the withdrawal form at least 24 hours before the actual withdrawal. Students must take this form to each teacher to receive a current grade and to return all school materials. Also, the student’s book locker and P.E. locker must be emptied and all fees and fines paid before grades and records can be transferred.
Formative and Informative Grading

Multiple and varied assessments will be employed to evaluate student achievement. Formative assessments occur during the instructional process and guide teaching and learning. Formative assessments are used to inform students about their academic progress and prepare students for mastery of skills needed to achieve success in summative assessments. Formative assessments will be ongoing using criteria related to the objectives. Formative assessment is a feature of all teaching and learning is vital to the learning process.

While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a culminating activity, generally at the end of a unit of study. Summative assessments are the final opportunity for students and teachers to show mastery of benchmarks before moving on to new skills. Quarter grades will include formative and summative assessments, which are an indication of the level the student has attained and sustained. Summative assessments contribute to the determination of the MYP grade. This usually takes place at the end of the MYP unit of work or at the end of the quarter or semester. As students are assessed continually in the achievement level. MYP teachers will be able to determine a level of achievement during a learning period.

Formative Assessments 20%
Summative Assessments 80%

Examples of various assessments include:

- Student interviews
- Reflection journals
- Peer assessment
- Individual and group work
- Self-assessment
- Collaborative or individual projects
- Written assignments
- Verbal discussion/Socratic seminar
- Unit exams
- Open-ended tasks
- Anecdotal records
- Laboratory activities

Late Work Policy

Teachers do their best to assign work that is both meaningful and purposeful. Completing assigned work is crucial to a student’s success in their classes. It is important that students do their best to turn in all work on time. We realize, however, that sometimes students may miss a due date. Work not turned in on time will be marked at a 49% with a note in the comments of “missing.” Once an assignment is turned in, it will be graded and entered into the gradebook accordingly. Late work must be turned in prior to the end of the quarter, and will not be accepted after the grading window has closed.
Assessment Corrections and Retakes

As a school, our policy is to allow students to retake or complete test corrections for tests and/or quizzes if they receive an unsatisfactory grade.

Minimum ‘F’ Policy

Brown Academy uses the minimum F policy. As long as an assessment, quiz, assignment or homework assignment has been turned in and completed to the best of the student’s ability, it will be graded at a ‘Minimum F.’ For instance, if a student scored 32% on a test, their grade would be marked in the gradebook as a 50%. All missing work goes in the gradebook at 49%.

Progress Report Information

Clark County School District uses a web based system to effectively monitor the academic progress of your child. This system, Campus Portal (Infinite Campus), will provide detailed, real-time information, including: demographics, schedules, assignments, assessment scores, calendars, grades, attendance, graduation progress, academic planner, reports, and district and school notices.
# Citizenship Rubric

All students at Brown Academy will be graded for citizenship based on the following school wide rubric.

## Quarterly Citizenship Evaluation Rubric

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Punctuality</strong></td>
<td>Always on time</td>
<td>Two or fewer tardies per quarter</td>
<td>Three or more tardies per quarter</td>
<td>Dean's referral for tardies per quarter</td>
</tr>
<tr>
<td><strong>Principled</strong></td>
<td>Displays integrity by following the &quot;BEAR WAY&quot;</td>
<td>Displays integrity awareness</td>
<td>Integrity compromised</td>
<td>Cheating infraction</td>
</tr>
<tr>
<td><strong>Communicator</strong></td>
<td>Volunteers to assist peers. Takes leadership in team projects.</td>
<td>Willing to assist peers when asked. Willingly participates in team projects.</td>
<td>Lethargic attitude towards others when working in teams.</td>
<td>Unwilling to assist others when asked. Resists teamwork.</td>
</tr>
<tr>
<td><strong>Inquirer</strong></td>
<td>Contributes to classroom discussions, projects, or demonstrations. Asks questions. Brings materials daily.</td>
<td>Occasionally contributes to classroom discussions, projects, or demonstrations. Will answer questions when prompted to do so. Brings materials on a regular basis.</td>
<td>Does not participate in classroom discussion, projects, or demonstrations. Neglects to bring materials on a daily basis.</td>
<td>Refusal to participate in classroom discussion, projects, or discussions. Rarely brings materials.</td>
</tr>
<tr>
<td><strong>Balanced</strong></td>
<td>Responsible. Completes all tasks and work in a timely manner.</td>
<td>Responsible. Completes all tasks and work in a timely manner.</td>
<td>Struggles with deadlines and completing tasks in a timely manner. Shows lack of responsibility.</td>
<td>Little concept or concern for deadlines or the responsibility of completing tasks.</td>
</tr>
<tr>
<td><strong>Risk-Taker</strong></td>
<td>Enthusiastically comes to class willing and ready to learn.</td>
<td>Comes to class willing and ready to learn.</td>
<td>Lacks motivation towards educational pursuit.</td>
<td>Negative attitude towards educational pursuit or peers.</td>
</tr>
</tbody>
</table>

## Citizenship Grade

- **O (Outstanding): 0-3 infractions**
- **S (Satisfactory): 4-6 infractions**
- **N (Needs Improvement): 7-9 infractions**
- **U (Unsatisfactory): 10+ infractions**

*(parent/guardian must have prior notice)*
Promotion and Retention Policy

Throughout middle school, a well-balanced educational program including mathematics, English, reading, science, social studies, career and technical education, fine arts or exploratory classes, health, and physical education is emphasized. Students who successfully complete all middle school coursework are prepared for the rigors of high school and the End-of-Course Exams. The Nevada State Board of Education and the Clark County School District have adopted promotion standards and regulations to ensure students are academically prepared.

State of Nevada Regulation for Promotion to High School

Students enrolled in the 8th grade:
Students must complete 1 1/2 (one and one-half) credits in mathematics, 1 1/2 (one and one-half) credits in English or reading, 1 (one) credit in science, and 1 (one) credit in social studies with a passing grade during seventh and eighth grade for promotion to high school. One-half (1/2) credit is the equivalent of one semester.

Clark County School District Policy and Regulation 5123

Clark County School District Policy and Regulation 5123 – Promotion, Retention, and Demotion of Students – sets the standard for promotion from sixth to seventh grade, from seventh to eighth grade, and from eighth grade to ninth grade.

Pupils enrolled in grade 6 must complete: 1/2 (one-half) credit with a passing grade in mathematics, 1/2 (one-half) credit with a passing grade in English or reading, and 1/2 (one-half) credit with a passing grade in science for promotion to grade 7.

Pupils enrolled in grade 7 must complete: 1/2 (one-half) credit with a passing grade in mathematics, 1/2 (one-half) credit with a passing grade in English or reading, 1/2 (one-half) credit with a passing grade in science, and 1/2 (one-half) credit with a passing grade in social studies for promotion to grade 8.

Pupils enrolled in grade 8 must complete: 1 1/2 (one and one-half) credits with a passing grade in mathematics, 1 1/2 (one and one-half) credits with a passing grade in English or reading, 1 (one) credit with a passing grade in science, and 1 (one) credit with a passing grade in social studies during their seventh and eighth grade years for promotion to high school. An eighth grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria below. A parent or guardian may elect not to place his/her child on academic probation but to remain in grade 8.
DRESS CODE

Dress Code

Student’s dress, personal appearance and conduct are required to be of such character as not to disrupt or detract from the educational environment of the school; requirements are described as follows:

1. Shoes with soles are required. House slippers and sport/athletic slippers or slides, and shoes with wheels are not permitted.
2. All clothing must be sufficient to conceal any and all undergarments. No skin will show between bottom of shirt/blouse and top of pants or skirts at any time. All sleeveless shirts must have straps at least three inches wide. Prohibited tops include, but are not limited to, crop tops, tank tops, strapless, low-cut clothing, clothing with slits, or tops and outfits that provide minimum coverage.
3. All shorts, skorts, skirts, and jumpers/dresses must be at fingertip length.
4. All jeans, pants, and trousers must be secured at waist level. Sagging is strictly prohibited. Jeans, pants, and trousers are not to have rips or tears that expose undergarments and/or are located mid-thigh or higher.
5. Headgear (hats, hoods, caps, bandanas, hair grooming aids, etc.) is not permitted on campus except for designated school approved uniforms, special events, authorized athletic practices, documented medical conditions, bona fide religious reasons, or CCSD/school sanctioned activities.
6. Slogans or advertising on clothing, jewelry, buttons, and/or accessories which by their controversial, discriminatory, profane, and/or obscene nature disrupt the educational setting are prohibited.
7. Any clothing, jewelry, buttons, and/or accessories that promote illegal or violent conduct, or affiliation with groups that promote illegal or violent conduct such as, but not limited to, the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, or clothing that contains threats are prohibited.
8. Spiked or studded clothing, jewelry, and/or accessories are prohibited.
9. Outerwear such as coats, mittens, and scarves must be removed upon entering the classrooms/buildings. Hoods are never to be worn inside the school building, classrooms, or portables. Administrators, teachers, and staff may use their discretion as appropriate based on the temperature in the facility.
10. ALL bags, backpacks, purses, fanny packs, etc must be stored in a student’s locker during the day. Pencil pouches, tucked in binders, are acceptable.

Phones, Headphones, Earbuds

Absolutely no phones, earbuds/headphones should be used in classrooms or hallways. These items may be used before school, after school and during lunch. Items seen in classrooms and hallways will be confiscated and returned to students at the end of the period. Repeat offenders will be sent to the Dean’s Office and parent/guardian will need to pick the item up.

Students found in violation of the dress code will be given a Brown Academy Dress Code Shirt and will change clothing in health office restroom. Student’s personal clothing will be labeled and kept in Dean’s Office. Student will return to the Dean’s Office at the end of the school day, change once again in the health office restroom, and return the dress code shirt. Frequent offenders will be issued a dean’s referral.

*For additional information, please see Clark County School District Regulation 5131 on Dress Code.
Backpacks

Bringing backpacks to school to assist with carrying books, notebooks, and academic materials is permissible and encouraged; however, students must place their backpacks in their locker prior to attending classes as backpacks will not be allowed in classrooms or the cafeteria. For the purposes of this no backpack rule, book bags, sling bags, handbags, purses, fanny packs, satchels, duffle bags, and other bags, containers, or cases used to carry belongings around campus will be considered as backpacks.

Cafeteria

To ensure a well maintained cafeteria and a pleasant lunchtime atmosphere, students are to follow the following cafeteria procedures:

1. Students are to walk to the cafeteria. Running to the cafeteria from class is not allowed.
2. Upon entering the cafeteria, students are to immediately find a seat and sit down.
3. Students are to remain seated until their table is released by an administrator.
4. Legs, feet, and belongings are to be placed underneath the table.
5. When released, students may get in line for food, use the restroom, or visit the student store. Students must be properly seated at all other times (no standing around, wandering around, or loitering).
6. While in line, students must stay in single file lines (feet must be behind the black line).
7. Only one student is allowed at the cash register/service area at a time; the next person in line must stand completely behind the black lunch line and wait his/her turn at the cash register/service area.
8. Students must follow the “HANDS OFF” POLICY at all times. Line cutting, saving places in line, pushing, shoving, and other forms of disruptive behavior will not be tolerated.
9. Each student is responsible for putting his/her own trash in the trashcans.
10. Food or drink is never to be thrown; students who violate this regulation are subject to severe disciplinary action, including but not limited to an alternative educational placement. Students will face disciplinary action for intentional messiness and carelessness with maintaining a clean cafeteria environment.
11. Food or drink is NOT allowed outside the cafeteria.
12. Near the end of the lunch period, students will be released by table, one table at a time to the quad area. Students are not to stand up or walk around until released by an administrator.
13. Students may only be in the cafeteria or quad area when released from their tables after the bell rings ending the lunch period. Students may leave the quad only after the dismissal bell from lunch.

Free or Reduced Lunch Program

All students at Brown Academy receive FREE breakfast and lunch daily. Students just need to memorize their
student number and TYPE it into the computer at the lunch windows.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Positive Behavior Interventions and Supports (PBIS)

Clark County School District is rolling out a District Wide Multi-tiered System of Support (MTSS) program during the 19-20 school year. MTSS is described as “a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS.”

(Brown Academy will be in our second year as a Positive Behavioral Interventions and Supports (PBIS) school. What this means is that we are working hard to implement programs and procedures to encourage and reward the student behaviors we want to see, so that we can work to decrease negative behaviors throughout the school and in every classroom.

PBIS.org explains PBIS like this:

Positive Behavior Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. Both MTSS and PBIS are grounded in differentiated instruction.

At Brown, we are accomplishing this goal in several ways:

1. **“The Bear Way” School Wide Behavior Matrix** (see next page): This rubric looks at various areas of our school and the desired behavior in each. Signs are posted throughout these commons areas to remind students of these expectations.

2. **Classroom Behavior Matrices:** Each classroom teacher will create their own behavior matrix to coincide with classroom rituals and procedures. These could include entering and exiting the classroom, working in small groups, classroom transitions, etc…

3. **PBIS Rewards Online Program:** This is our online system to reward students for exhibiting proper behaviors. Students are rewarded with Bear Bucks that they can use to purchase items such as: Head of the Lunch Line passes, special monthly events, student store treats and more. Students are able to log into their PBIS Rewards and account to see how many Bucks they’ve earned and then can visit Brown Academy’s banker to spend their Bucks. Visit [https://www.pbisrewards.com/](https://www.pbisrewards.com/) for more information.

We will continue to adapt our Bear Way program as needed, adjusting to student and teacher needs and trying to make it better throughout the year.
Campus Behavior Problems

Any school staff member may write a dean’s referral for student misbehaviors on campus. Such offenses may be using insubordination, major disruption during instruction, fighting, etc.

Referrals

One or more of these consequences may be expected when a student receives a referral:
- Conference with the administration
- Parent Contact
- Detention
- In-House Suspension
- Required Parent Conference (RPC)
- Suspension
- Behavior School (recommendation)
- Expulsion (recommendation)
- Police Involvement

Detention

Detention may be assigned for not following classroom, school, or district rules and regulations. Students receiving detention are to report to the assigned area/room immediately after school with sufficient materials to study for an hour. Before an assigned detention is served, a student receives a 24 hour notice. Students who do not cooperate with the detention supervisor/teacher or who miss detention will be subject to further disciplinary action including, but not limited to, a Required Parent Conference (RPC).

In-House Suspension (IHS)

In-House Suspension is served in a separate room from the student’s normal place of learning with an adult supervisor. Students receive assignments from teachers and are expected to complete the work during the day. The length of In-House Suspension depends on the infraction and behavior of student during the In-House Suspension.

Required Parent Conference (RPC)

Disregard for certain school rules or inappropriate behavior may result in an RPC. A student receives an RPC he/she may not return to campus until their parent/guardian schedule a conference to confer with the Dean of
Students and determine a resolution to the problem.

Suspension

If a student commits an offense that merits his/her removal from school, the Notice of Suspension (CCF-806) may be used. Suspension is defined as the temporary removal of a student from school for the period of time necessary to (1) seek problem resolution, or (2) ensure that the student’s presence at the school does not constitute a danger to himself/herself or others, or (3) accomplish stringent disciplinary actions such as behavior program placement or expulsion. Students on suspension status are not allowed on a school campus or at any school sponsored activity for any reason without the express prior permission of school administration.

Behavior Program Referral

A behavior program provides instruction for school age students in grades 6 through 12 who have had behavior problems in a comprehensive school. Placement duration is dependent upon positive student performance in this more restrictive program with the opportunity to return to the referring school. Interim placement generally lasts from 4 to 9 weeks.

Unacceptable Behavior

Unacceptable behaviors include, but are not limited to, the following:

Alcohol (use, possession, and/or distribution), arson, assault, battery, bullying, bus misbehavior, cafeteria misbehavior, campus disruptions, cell phone misuse, cheating, classroom disruptions, computer misconduct, controlled substances (drugs – use, possession, and/or distribution), cyberbullying, defiance of school personnel, dishonesty, disorderly conduct, disregard of school rules, destruction of property, dress code violations, explosive devices, extortion, fighting, firearms, forgery, gambling, gang activity/involvement, gun (use, possession, and/or distribution), harassment, hazing, horseplay, immoral conduct, nuisance items, physical altercations, physical contact, plagiarism, public display of affection, pushing, racial slurs/remarks, robbery, running, scholastic dishonesty, spray propellants, tardiness, theft, tobacco (use, possession, and/or distribution), threats, trespassing, truancy, vandalism, verbal altercations, weapons (real or simulated/fake/toy – use, possession, distribution).

STAR-On (Schools Targeting Alternative Reform On-Site)

Brown Academy’s Schools Targeting Alternative Reform On-Site (STAR-On) Program is designed to provide on-site instruction to students in grades six through eight who normally would have been assigned to an off-site behavioral program. The goal is to assist students in changing their behaviors, so that they may successfully return to their regular classes. To ensure this return, students are required to regularly attend school, adopt and maintain a positive attitude, follow all school rules and regulations, and perform well academically.
The administration and staff believe that all students can, with the necessary effort, behave appropriately in the educational setting. Therefore, the STAR-On staff is dedicated to providing students with ample opportunities to leave past mistakes behind and look toward a successful future.

**Hands-off Policy**

To ensure the focus is on learning at Brown Academy, students are required to maintain a “HANDS-OFF” policy. Every student is to keep his/her hands to himself/herself. This applies to horseplay, public displays of affection, play fighting, slapping, and tripping, as well as other situations.

**Public Displays of Affection**

Holding hands, embracing, hugging, kissing, and/or other acts of affection that distract from the educational goals of the school are not permitted on campus and are subject to disciplinary action.

**Harassment is Bullying**

Harassment is any verbal, visual, or physical conduct which is sufficiently severe, persistent, or pervasive that it affects or has the purpose or logical consequence of interfering with the student’s educational program, or creates an intimidating, hostile, or offensive school atmosphere.

Harassment, whether it is by students, staff, or third parties in the community, is strictly prohibited, and will subject the perpetrator to disciplinary actions. **Harassment, regardless of its basis, is prohibited.** Any student who feels he/she is being harassed should report to the Dean’s Office to complete an incident report and speak to the Dean of Students.

**Attending Dances and Activities**

Behavior infractions with the Dean's Office may restrict your student from attending field trips and other school activities. Deposits may be lost.

**Student Searches**

Students are hereby informed that they or their locker will be subject to search when they enter campus after the beginning of the school day. This includes, but is not limited to, unauthorized returns. This notice does not exclude personnel; however, from searching a student at any time should there be reasonable suspicion of wrongdoing.

**School Bus Behavior**

Bus transportation is provided to all students who live more than two miles from the school. The students on the bus are under the immediate supervision of the bus driver and are subject to the rules set by the Clark County
Closed Campus

All CCSD middle schools operate as a CLOSED CAMPUS, which means that students must not leave the campus prior to student dismissal at 1:56 pm without obtaining permission from the office and officially signing out with a parent/guardian. Any student leaving campus during school hours without proper school permission will be considered truant. Parents/guardians must report to the main office and produce proper identification for students. Students may NOT walk home during the school day.

Health Services

Any student who becomes ill during the school day must have a pass from a teacher to the health office. Every accident or injury occurring during school hours and any injury occurring during a school sponsored event must be reported immediately to the adult in charge and/or to the school FASA. A student who is too ill to remain in class should report to the health office so that parents may be notified. School personnel may not dispense nonprescription medication such as aspirin.

If prescription medication must be taken during school hours, arrangements are to be made with the school nurse or FASA and all medication is to be left in the health office. State law does not allow school health personnel to diagnose illness or injury. Parents should check with their family physician if they have a question about their child’s health. It is imperative that current home and emergency phone numbers be on file at the school at all times. Any changes should be reported to the registrar immediately.

Late Bus

There is a late bus that comes to schools on Mondays, Tuesdays at Thursdays at 4:15pm. Please note that there is no adult supervision on campus past 3:00 pm.

Lockers

Students at Brown Academy of International Studies will be issued a locker at the start of the 2019-2020 school year. Students will be able to visit their lockers before school, between classes, before lunch, after lunch, and after school. Brown Academy is not responsible for items stored inside student lockers. The following rules apply to locker use:
• Do not share your locker. Do not share your locker combination with others.
• Do not store items of value inside your locker. Be sure to firmly close your locker after use. Report any problems with your locker to the Dean’s Office.
• Expect NO PRIVACY when using a Brown Academy locker. Lockers remain the property of Clark County School District and as such may be routinely searched by employees of the school district at any time without notice (CCSD Regulation 5144).
• The school nor the District are responsible for the loss of personal property that is brought to school.

The school administration has a legal right to inspect your locker at any time or to remove the privilege of using a locker if said privilege is being abused.

Lost and Found

Lost and found is located in the in the school cafeteria. All unclaimed personal articles are given to a charitable organization at the end of each semester.

Personal Belongings

Students who bring personal belongings to school are responsible for their security and safety. The school is not responsible for any items lost or stolen from anywhere within the school at any time. These items include bicycles, speakers, musical instruments, phones, confiscated nuisance items, etc. Students are responsible for all materials issued to or checked out to them during the school year.
Counseling Office

The Brown Academy counseling department functions as a responsive, supportive unit in providing direct services to children, parents, and teachers. The counselor takes an active role in the academic, emotional, and social development of our students. The primary role of our counselors is to help build a foundation for learning by assisting students to develop self-respect, awareness of others, and positive attitudes toward acquiring knowledge. Our fundamental goal is to help students acquire skills, which will help them through life. Middle school counselors are NOT therapists. If situations arise where these services are needed, parents must seek services independent of the school, as school counselors do not make private referrals. Students may see the counselor for any reason. If a student feels a need for someone to listen to a concern, the counselor will give the child the attention he/she needs, and will help in arriving at an acceptable solution to the problem.

Some of the reasons for students to see the counselor include the following:

- Adjustment to school problems
- Learning or study difficulties
- Conflicts with peers
- Loss and grief
- Substance abuse
- Family problems

Schedule Change Policy/Course Challenge

No change requests will be honored for electives once school begins on August 12, 2019. Changes due to extenuating circumstances will only be addressed and must be approved by an administrator. Students who are not recommended for a course may enroll in the class by completing and signing the Course Challenge form and requesting the course in Campus Portal during pre-registration. Please be aware that by doing so, your student WILL remain in the class for the entire year. This is not a decision to be made lightly, please consider the implications fully.

Parents Visiting Classrooms

Parents/Guardians are welcome and encouraged to visit the school and their child’s teachers. Parents/Guardians may attend classes with their child, but may only stay for 30 minutes, attend with an administrator and are required to make visitation arrangements at least 24 hours in advance. Arrangements are made through the Assistant Principal’s office.
Parent/Counselor/Teacher Conference

Arrangements for teacher or counselor conferences are made through the school counseling office.

School Visitors

All visitors must report to the front desk immediately upon arrival and obtain a visitor’s pass.

Students Gifts/Surprises

Flowers, balloons, cakes, cupcakes, food, stuffed animals, or other items will NOT be delivered during school hours. Last minute lunch deliveries can be difficult requests. Please do your best to consider this in the event that you bring lunch to school for your child.
PHONE MESSAGES AND CELL PHONES

Phone Messages

Occasionally parents request that a telephone message be delivered to their child. However, school personnel cannot accept such requests by phone since there is no way to verify the legal parent/guardian leaving the message. Should an emergency arise necessitating the need to contact a student, parents are asked to come to the assistant principal’s office and provide appropriate identification. Classrooms will not be interrupted for the delivery of messages to students unless there is an emergency.

Cell Phone Parent Letter

Personal technology and communication devices, such as cell phones or tablet computers, are utilized in many ways and are becoming a component of the educational setting. At school, it is critical that students only access personal technology and communication devices when allowed and only for the intended purpose(s). Clark County School District (CCSD) Policy 5136, along with the CCSD Acceptable Use Policy, provides guidelines for the appropriate usage of both District and personal electronic devices along with consequences for violations of the policy. At all CCSD schools, students are allowed to use personal technology and communication devices during scheduled nutrition or lunch breaks and while on District buses.

During the instructional day at Brown Academy, students may only utilize these devices in the following manner:

Wide Use: Students are permitted to use cellular phones and personal electronic devices during the instructional day in all classrooms in accordance with instructional activities and classroom procedures as outlined by their classroom teacher. Students are expected to follow teacher directions regarding when devices may be used, when they can be out, and when they must be put away.

Use of personal technology and communication devices that violate state or federal law, any District policies or regulations, or the CCSD Acceptable Use Policy is prohibited. When usage of devices is not allowed, devices must be turned off and stored in a non-visible location such as in a backpack, purse, or pocket. Confiscated devices will only be returned to a parent/guardian. Students who violate these laws or policies will be disciplined according to District guidelines and the device will be subject to confiscation.

Cellular phones must remain off during a school evacuation, lockdown, or drill. During these situations, tell your child NOT to try to contact you by cell phone until given the okay by school staff, thus allowing emergency communication channels to remain open. The District’s communication system has the capability of contacting parents/guardians in an emergency. Please be reminded that each school has intercoms and loudspeakers and the majority of our classrooms have hardwired telephones. Additionally, administrators and safety personnel are prepared with two-way radios and cell phones.

B. MAHLON BROWN ACADEMY OF INTERNATIONAL STUDIES

PARENT / STUDENT HANDBOOK
Parents/guardians are asked to silence cellular phones and other devices while at the school. This ensures both compliance with the above guidelines and serves to set a positive example for students.

**CLUBS AND ATHLETICS**

Clubs meet once or twice a week for an hour after school. Meeting times are posted in the announcement boards and will be in the Daily Announcements on the morning news.

**Clubs/Athletics**

<table>
<thead>
<tr>
<th>Art</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cirkish</td>
<td>Color Guard</td>
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<tr>
<td>JV Quiz</td>
<td>Gardening</td>
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<tr>
<td>Chess</td>
<td>Best Buddies</td>
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<tr>
<td>Guitar</td>
<td>Student Council</td>
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<td>National Junior Honor Society</td>
<td>Archery</td>
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<tr>
<td>Reader’s Theater</td>
<td>Flag Football</td>
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<tr>
<td>Robotics</td>
<td></td>
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</tbody>
</table>

*Subject to change based on availability of advisors.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 12</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Monday, September 2</td>
<td>Labor Day (No School)</td>
</tr>
<tr>
<td>Friday, October 11</td>
<td>End of 1st Grading Period (44 days)</td>
</tr>
<tr>
<td>Friday, October 25</td>
<td>Nevada Day Observed (No School)</td>
</tr>
<tr>
<td>Monday, November 11</td>
<td>Veterans Day Observed (No School)</td>
</tr>
<tr>
<td>November 25 - November 27</td>
<td>Extended Thanksgiving Break (No School)</td>
</tr>
<tr>
<td>Thursday, November 28</td>
<td>Thanksgiving Day (No School)</td>
</tr>
<tr>
<td>Friday, November 29</td>
<td>Family Day (No School)</td>
</tr>
<tr>
<td>Friday, December 20</td>
<td>End of 2nd Grading Period (46 days)</td>
</tr>
<tr>
<td></td>
<td>End of 1st Semester (90 days)</td>
</tr>
<tr>
<td>December 23 - January 3</td>
<td>Winter Break (No School)</td>
</tr>
</tbody>
</table>

### 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 6</td>
<td>Classes Resume</td>
</tr>
<tr>
<td></td>
<td>Second Semester Begins</td>
</tr>
<tr>
<td>Monday, January 20</td>
<td>Martin Luther King, Jr. Day Observed (No School)</td>
</tr>
<tr>
<td>Monday, February 17</td>
<td>President’s Day Observed (No School)</td>
</tr>
<tr>
<td>Wednesday, March 6</td>
<td>End 3rd Grading Period (43 days)</td>
</tr>
<tr>
<td>Monday, March 9</td>
<td>No School for Students or Licensed Staff</td>
</tr>
<tr>
<td>Friday, April 6 - 10</td>
<td>Spring Break (No School)</td>
</tr>
<tr>
<td>Tuesday, April 14</td>
<td>Classes Resume</td>
</tr>
</tbody>
</table>
Wednesday, May 20
End of 4th Grading Period (47 days)
End of Second Semester (90 days)
End of School Year (180 days)