



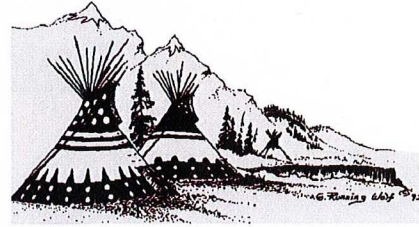
Browning Public Schools

Stamiksiitsiikin Bullshoe Elementary

201 1st Ave. SW P.O. BOX 629

Browning, MT 59417

Phone: 406-338-2758 · Fax: 406-338-5625



Handbook Receipt Form

I acknowledge that I have received a copy of the Browning Public School Stamiksiitsiikin Bullshoe Elementary Student/Guardian Handbook.

- I understand that the policies and practices contained in the handbook govern school procedures and student/guardian/staff expectations.
- I understand that all individuals will be held accountable for reading and abiding by the Browning Public Schools Student/Guardian handbook.

Guardian

signature: _____

Child's name: _____

On our campus, we lead from the heart, we value life, family, and know the children "Sacred Beings" we serve are as valuable as the air we breathe, the water we drink, and the ground we walk on.

Thank you for allowing us to be a part of your child's educational journey.

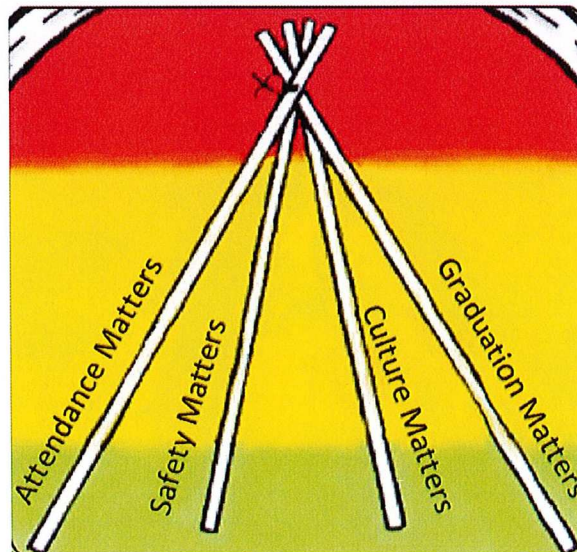




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**Administrators**

Principal - Racquel Little Plume

Asst. Principal - Syuna Hawkins

Instructional Coaches:

Heidi Morales

Andrea Evans

Office Staff:

Shondell Blackman (Secretary)

Memoree Tatsey (Attendance Clerk)

Little Learner Teachers:

Cheri Show

Susie Small

Julius ManyGuns (Immersion)

Kindergarten Teachers:

Marci Burd (Immersion)

Kelly Sharp

Carol Grant

Tristan BirdRattler

Kelsey Hall

Taylor Crawford

Ashley Burd

1st Grade Teachers:

Amy Grant (Immersion)

Nathalie Lopez

Shelia Grady

Angela Tatsey-McKay

Amy DeRoche

Amy Molenda

Ashley BullCalf

Bobbie Powell

Cooks:

Tara Gallagher (Head Cook)

Joann Still Smoking

Family Engagement**Coordinator**

Ramona Paulson

Custodians:

Darren Magee

Calvin McKay

David OldCheif

Loren Monroe

Frances Vielle

Counselor & 504 Coordinator:

Tessa Wells

Tammy Hall Reagen

Juliana Salois - SEL Specialist

Reading Interventionist:

Dana Bremner

Special Services:

Elizabeth Tailfeathers

Kristine Gutormson

Specials Staff:

BNAS 1: Joycelyn Vielle

BNAS 2: Samantha MacFadyean

Librarian: Angela Archaleta

Music: Sarah Tail

PE 1: Brian Harrell

PE 2: Robert Schnyder

Support Staff/Teacher**Assistants:**

Bristen Belcourt

LaShawna Melchor

Lela Guardipee

Shannon Dwarf

Francis Chief Calf

DeeAnn Ingraham

Christine Mad Plume

Melody Cobell

Mariliza Woodward

Miranda Grant

Ellen Hall

Mindy Gallagher-Horn

McKenna ScabyRobe

Angel Kennerly

Annette Burdeau

Elanor Wells

Krystene DesRoiser



Graduation Matters

We value education on our campus and believe everything on Earth has a purpose. We want you to be part of our team at Bullshoe Elementary, send your student(s) to school consistently, and work toward the common goal of your student's success.

Browning School District #9 Vision

Browning Public Schools work with “Kunnaattupii” (ALL) people – families, students, staff, trustees, parents and community – to provide a high quality, culturally responsive education for all our children using whole child guidance, teaching and support through collaboration and communication as we honor the unique identity of ALL.



Attendance Matters

Attendance Procedures:

Classroom Teachers:

1. Take attendance by 8:30 A.M. daily.
2. Check IC notes on absent students.
3. After three consecutive absences call family to check in.
4. Log phone call in PLP.
5. At five consecutive absences, notify the attendance clerk.

Attendance Clerk:

1. Monitor the consecutive absence list daily. *If family is making contact (calls or medical documentation) calls and home visits will not be needed.*
2. At five consecutive absences, make contact with family, log contact in PLP.
3. Create a file on students and sign off in your area.
4. At seven or more consecutive absences, notify family engagement coordinator or Assistant Principal (they will make a home visit).
5. At ten consecutive absences, check the A&B box, log in PLP.
6. Ensure the student's file contains a summary sheet, copies of letters sent home, attendance sheet, and class schedule.

Family Engagement Coordinator

1. Receive 7-day absence file from Attendance Secretary.
2. Make calls, home visit, and log contacts in PLP. Sign off in your area on the file.
3. Work with PCOP to coordinate home visits and put any efforts they have made with that family in the PLP.
4. Take a food bag/basket and provide statistical data regarding the impacts of poor attendance on academics to each home visit.
- 5.

Focus Group Home Visits

1. Priority are students who were enrolled in Kindergarten last year, and who haven't enrolled in 1st Grade by Sept. 5th.
2. Second targeted group will be students who were enrolled in HeadStart or Little Learners last year, but haven't enrolled in Kindergarten.
3. Third targeted group will be 1st graders and kindergarteners who are in the attendance subgroup (students who have missed 30% of school days).

Principals

1. At seven or more consecutive absences work with family engagement coordinator to plan a home visit, log contact in PLP.
2. At ten consecutive absences, Assistant Principal will set up an Attendance Solutions meeting.



Attendance Incentives

1. Quarterly Attendance Incentives
2. 100% attendance- Pizza Party
3. 95% attendance- Dance Party
4. Classroom with highest attendance (per grade level) Movie & popcorn

Safety Matters

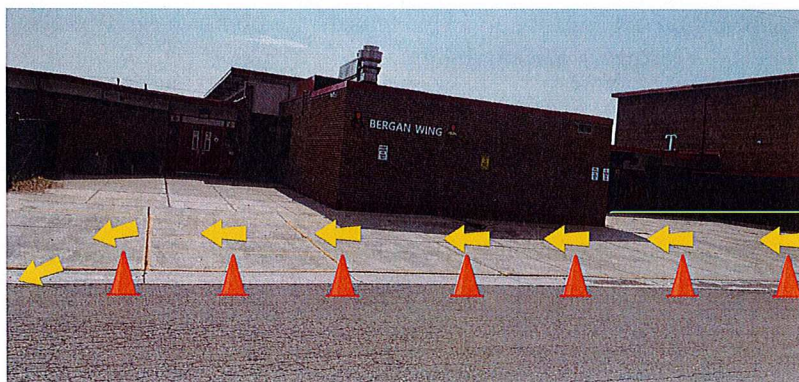
Safety is an integral part of our campus and we value our relationships with students/staff/community members!

School Drop off & Dismissal:

1. We want all students to be safe before and after school. Please be cautious when dropping your students off and picking them up. Follow the speed limit and be especially cautious for other children who may be crossing the road.
2. Please be prompt when picking your child up after school. If your child has not been picked up by 4:00 pm (Monday-Thursday) or 3:00 pm (Friday) we will call an emergency contact number on the student's list. *In the event we cannot reach anyone, Child Protective Services will be called.*
3. Please check the calendar for early dismissal dates. In the event of an emergency dismissal radio stations/social media will be notified for broadcast. Please prepare in advance for emergency dismissals.
4. *Messages after 2:00 pm cannot be guaranteed on Monday-Thursday and 1:00 pm on Friday and/or early out days.*
5. Morning drop off Procedures for Bergan Wing and Chattin Wing: Please drive up to the school for drop off. There will be cones set up to guide traffic.

A staff member will meet you at the cones and walk your child safely into the building. This process is to ensure a safe and smooth start to the school day for all of our Little Learners, Kindergarten and First Grade students.

Below is a picture showing how the drop-off area will look.





Dress for the weather

Students need to be prepared for weather conditions at recess. Depending on the weather make sure your child has the appropriate outerwear that may include the following: coat, sweater, hat, gloves, snowpants, boots, etc.

Nurse

The school nurse is available daily from 8:00-12:00. She may be reached by contacting the main office. Students that are directed to return home for the day by the school nurse are under medical absences. Please contact the school nurse with all questions, concerns, and needs regarding medication.

Special Visitors

Everyone must sign-in at the office, state their destination, and wear a visitor badge. School visitors that demonstrate behavior that is disrupted or negatively impacts the school environment will not be allowed on the premises and will be asked to leave. This pertains to ALL school activities and events.



Student Council

A student council representative helps develop leadership skills, responsibility, communication, and teamwork. The representative shares classmates' ideas, participates in school improvement projects, promotes school spirit, and serves as a positive role model. This role gives students an opportunity to learn about citizenship, decision-making, and working together to make their school a better place for everyone.

- There will be 1 representative chosen from each 1st grade classroom
- The student council representatives will attend the monthly Student Advisory Committee
- The student council representatives are chosen to represent the ideas, concerns, and interests of their classmates in student council activities and meetings.

Multi-Tiered System of Supports (MTSS):

- Stamiksiitsiikin Bullshoe Elementary understands the importance of developmentally appropriate social and emotional learning within our MTSS framework. Our evidence-based curriculum for social-emotional learning is Conscious Discipline, DESSA/DECA, and Social Skill Instruction.
- It occurs every week in every classroom, Little Learner, Kindergarten and First Grade. Tiered support for social-emotional learning is provided by the family engagement coordinator, guidance counselor, & Social Emotional Learning Team on our campus.
- Our goal is to keep students in school but at times behavior impedes learning and gets in the way of their own and other children's education. We must work together as a team to change the student's behavior. Some options include:
 - *A. Calming Cubby B. Buddy Room C. Take a Break (TAB) D. Lunch Bunch*



Multi-Tiered Systems of Supports (MTSS)

- BSE is an MBI/MTSS school for academics and behavior
- Social-emotional learning: Conscious Discipline and DESSA
- **Student Council:** Grade-level representatives, monthly meetings
- **Field Trip/Activity Criteria:** Good behavior, attendance, and educational criteria

BSE Classroom Management Plan

Teacher Expectations:

- Be Safe
- Earn Respect
- Act Responsible
- Responsible

Positives:

- Free time
- Treat
- Fun Friday
- iPad time
- Movie at lunch
- Treasure box

Consequences:

1. Warning
2. Time out
3. Think sheet and parent phone call home
4. Think sheet and parent call home with counselor
5. Principal option (Lunch Bunch)



Bullshoe Elementary School Behavior Expectations & Disciplinary Procedures

Bullshoe BEAR Matrix

CLASSROOM EXPECTATIONS	HALLWAY EXPECTATIONS	LUNCHROOM EXPECTATIONS	BATHROOM EXPECTATIONS	PLAYGROUND EXPECTATIONS	BUS LINE & BUS EXPECTATIONS
- Keep pencils and paper on the desk or table - Keep chair legs on the floor - Feet are on the floor - Sit up on the rug - Walking feet - Keep hands, feet, and objects to yourself	- Always use walking feet - Walk with your head and body facing forward - Flow to the right - Keep your feet on the floor - Eyes on the person in front of you - Zip and Flip - Stop at the STOP signs	- Always use walking feet - Hold your tray with two hands - Keep hands & feet to yourself - Stay in your own space - Remain seated with your tummy to the table	- Walk to and from the bathroom - Zero Voice - Use the toilet & flush - Wash and dry your hands - Turn off the water - Go quietly	- Use equipment appropriately - Keep hands to yourself - Make a space for your friends - One at a time on a ladder/slide/swing - Keep hands, feet, and objects to yourself - Keep rocks/snow on the ground - Stay off the ice	- Stay in your line - Walk in line behind the leader - Keep hands and objects down by your side - Follow the bus driver's instructions - Stay in your seat - Keep hands to yourself
- Eyes on the speaker - Hands in lap or on the table - Use a 0, 1, or 2 Voice - Body in listening position - Use kind words - Take turns to talk - Be honest	- Eyes on the teacher - Use your 0 voice - Walk on the right side - Keep your hands at your sides	- Say please/thank you - Use your 0, 1, or 2 voice - Keep food on your tray - Touch only your own food - Use your fork & spoon - Say, "Please pass the..." - Raise your hand for permission to empty your tray	- Wait against the wall for your turn - Use your 0 voice - Knock on the bathroom/stall door - Clean up your own mess - Flush the toilet - Throw away your paper towel	- Follow the teacher's directions the first time - Ask others to play - Ask to join a game - Line up when the bell rings - Use polite words with your friends - Use kind words to other kids	- Keep a space between you and the person ahead of you in line - Use a 0, 1, or 2 voice - Use kind words - Say, "Thank you." to the bus driver - Keep the bus clean by picking up the trash
- Be an active listener - Eyes on the person who is talking - Sit up straight - Be an active learner - Ask & answer questions - Share what you know	- Listen for instructions from the teacher - Learn by watching others	- Practice eating health foods - Talk about healthy snacks - Encourage others to eat - Look at the person who is talking	Listen & learn about using good hygiene by following the steps to staying clean and washing your hands	- Listen to learn the rules for a new game - Teach new games to other students - Learn to include all students - Learn how to use the Conflict Resolution Peace Path	- Learn about your community and neighborhood - Learn and follow the bus rules - Practice the bus rules - Share the bus rules with your friends
- Take care of school materials - Follow directions the first time - Finish your work - Cool off in the calming area - Help others - Ask for help when needed	- Stay in your space in the line - Follow the leader - Keep hands at your sides - Follow the arrows/footprints - Stop at STOP signs	- Ask for help when you need it - Only take the food that you will eat - Clean up your table, floor area, and tray - Throw away your trash - Raise your hand when you are ready to line up	- Ask permission to use the bathroom - Clean up your own mess - Flush the toilet - Wash & dry your hands - Use tissues to blow your nose, throw away the tissue, and wash your hands - Throw away your paper towel	- Use the playground equipment safely and appropriately - Return equipment to the classroom/building - Remind other students to get their jackets or coats - Talk to a teacher if you have a problem - Ask for help when needed	- Pick up your backpacks and coats - Stay in your seat - Tell the bus driver if there is a problem - Ask for help when needed

MTSS for Behavior: Tiered Levels

Level	Actions/Consequences
Minor	Principal Conference, Parent Contact, TAB, Lunch Bunch, Principal Option
Severe	Principal Conference, Parent Contact, OSS, Solutions Meeting, Principal Option
Extreme	Principal Conference, Parent Contact, Multiple days OSS, Re-entry with team, Possible expulsion, Principal Option

**MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FOR BEHAVIOR**

TIER I - Minor Level	TIER II - Severe Level	TIER III - Extreme Level
Minor 1 ___ Principal Conference ___ Parent Contact ___ 1 Day Lunch Detention ___ Principal Option Date: _____ Initials: _____	Severe 1 ___ Principal Conference ___ Parent Contact ___ Lunch Detention (1 Day) ___ Principal Option ___ Solutions Meeting Date: _____ Initials: _____	Extreme 1 ___ Principal Conference ___ Parent Contact ___ 1 Day OSS ___ Re-entry with Team ___ Principal Option Date: _____ Initials: _____
Minor 2 ___ Principal Conference ___ Parent Contact ___ 1 Day Lunch Detention ___ Detention ___ Principal Option Date: _____ Initials: _____	Severe 2 ___ Principal Conference ___ Parent Contact ___ 2 Days Lunch Detention ___ Solutions Meeting ___ Principal Option Date: _____ Initials: _____	Extreme 2 ___ Principal Conference ___ Parent Contact ___ 2 Days OSS ___ Re-entry with Team ___ Principal Option Date: _____ Initials: _____
Minor 3 ___ Principal Conference ___ Parent Contact ___ 2 Days Lunch Detention ___ Solutions Meeting ___ Principal Option Date: _____ Initials: _____	Severe 3 ___ Principal Conference ___ Parent Contact ___ 1 Day OSS ___ Re-entry with Team ___ Principal Option Date: _____ Initials: _____	Extreme 3 ___ Principal Conference ___ Parent Contact ___ 3 Days OSS ___ Re-entry with Team ___ Principal Option Date: _____ Initials: _____
Minor 4 ___ Principal Conference ___ Parent Contact ___ 3 days Lunch Detention ___ Principal Option Date: _____ Initials: _____	Severe 4 ___ Principal Conference ___ Parent Contact ___ 2 Days OSS ___ Solutions Meeting ___ Re-entry with Team ___ Principal Option Date: _____ Initials: _____	Extreme 4 ___ Principal Conference ___ Parent Contact ___ 5 Days OSS ___ Solutions Meeting ___ Re-entry with Team ___ Principal Option Date: _____ Initials: _____



Definitions and Options

Parent Option: The parent/guardian has the option of sitting in class with their child instead of having the student serve OSS.

Parent Option: Parent may sit in class with child instead of OSS.

Conference with Teacher: Classroom self-reflection tool to determine the cause/purpose of the behavior and develop a plan.

Solutions Meeting: Determination of student behavior and next steps; functional behavior assessment, behavior plan, referral to outside counseling/mental health, referral for special services, medical checkup, 504 plan, etc.

Principal Option: Can include but are not limited to: Time out with principal, letter of apology, meeting with counselor, out of school suspension, calming room, lunch detention, or behavior contract.

Multi-Tiered System of Support (MTSS) for Behavior

Tier I - Minor Level

- Classroom disruption, sleeping in class, off task, refusing to work, minor technology issues, disrespect, not following directives.
- Consequences: Principal conference, parent contact, lunch detention, solutions meeting, etc.

Tier II - Severe Level

- Bullying, fighting, unsafe behavior, insubordination, harassment, vandalism, theft, profanity, etc.
- Consequences: Principal conference, parent contact, OSS (out-of-school suspension), solutions meeting, etc.

Tier III - Extreme Level

- Failure to comply with principal, assault, drugs/alcohol/tobacco, weapons, severe harassment.
- Consequences: Principal conference, parent contact, extended OSS, possible expulsion.

MTSS-SEL/B Flowchart

- Reward positive behaviors with a school-wide card system.
- Document minor/major behaviors.
- Team strategies meeting for students.
- Criteria for Tier II: 3 major referrals, challenging behavior checklists, DESSA results, previous Tier II support, teacher/parent request.
- Tier II: Weekly caseload reviews, individualized supports, progress monitoring.
- Special services referral if needed.



Bullying/Harassment Policy

- Bullying is treated as a Tier II (Severe) behavior.
- Bullying includes verbal, physical, exclusion, rumors, threats, racial/cyber bullying, etc.
- Steps: Information gathering, interviews, determination, consequences, parent notification.
- Encourage students to report bullying to staff

Culture Matters

At Stamiksiitsiikin Bullshoe Elementary Culture and the Blackfeet Language is a priority and is at the forefront of our children's lives. In the children's educational journey our Sacred Beings need to know who they are and where they come from.



Let's have a great 2026-2027 school year!

