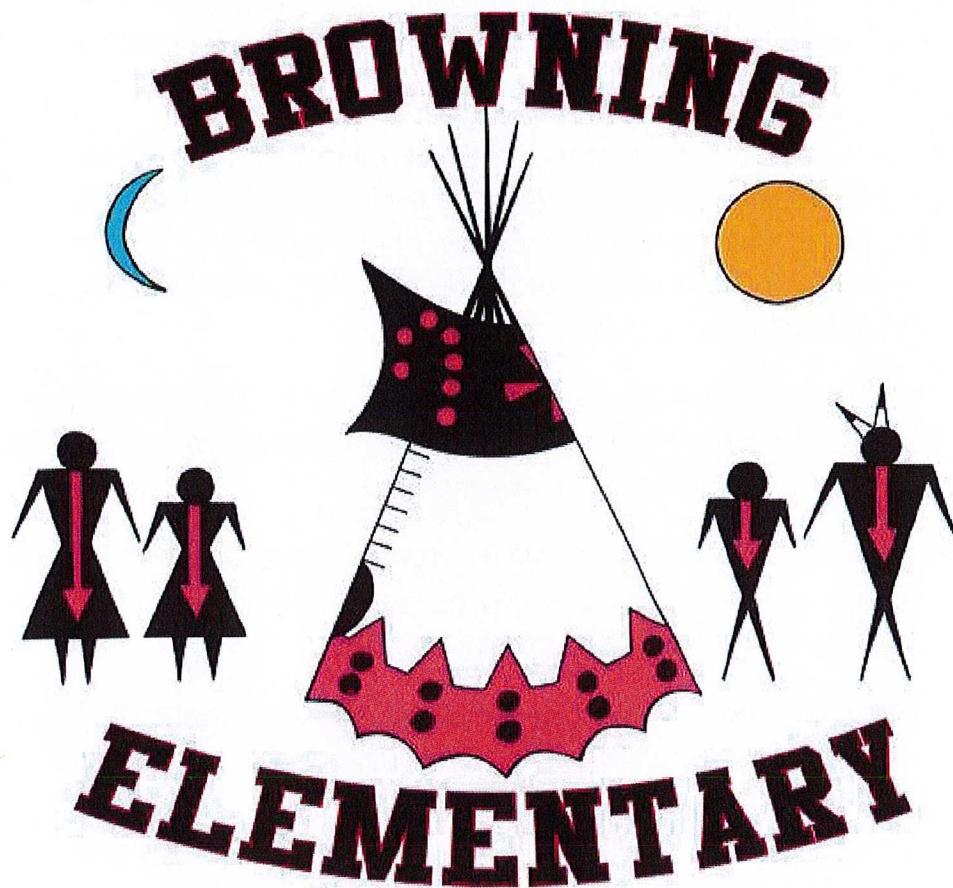


2026-2027
Student & Parent Handbook



Ms. Jessica Racine, Principal

Ms. Heidi DuBray, Assistant Principal

Ms. Dellyssa Ladd, Secretary

Mr. Brandi Bull Shoe, Attendance Clerk

(406)338-2740

(406)-338-2490 (FAX)

Oki! Welcome to the 2026–2027 school year!

We are excited to welcome both new and returning students and families to Browning Elementary School. As we begin another year of learning and growth together, we invite you to visit your child's classroom, meet our dedicated staff, and experience the caring and supportive environment that makes BES a special place.

At BES, we believe that strong relationships between home and school are the foundation of student success. We are committed to creating a school where every child and family feels welcomed, valued, safe, and respected. If you ever have questions, concerns, or ideas to share, please do not hesitate to reach out to your child's teacher, our office staff, or school administration. We are here to support you.

We encourage you to take some time to review the Student and Parent Handbook so you are familiar with our school expectations, policies, and procedures. Working together helps ensure a positive and successful experience for every student.

Your involvement makes a difference. Whether attending school events, volunteering, participating in family activities, or simply staying connected with your child's learning, your partnership is an important part of our school community.

Thank you for trusting us with your child's education. We are honored to be part of their journey and look forward to a year filled with learning, growth, culture, and success.

We can't wait to see you at BES and look forward to a fantastic school year together!

Sincerely,

Ms. Jessica Racine, Principal

Ms. Heidi DuBray, Assistant Principal

Browning Elementary School

PARENT-STUDENT-SCHOOL COMPACT

Federal guidelines require that all schools receiving Title I funds develop a School-Student-Parent Compact. A compact is an agreement between participants working together for a common goal. Teachers, students and parents all have the responsibility to contribute to the effort to establish an effective climate for learning for our students.

As a school we promise to:

- Show that we respect each child as an individual
- Respect and enhance the unique culture of each child
- Provide high-quality curriculum and instruction in a supportive and effective learning environment
- Provide quality instruction that meets the State's academic achievement standards
- Provide an intellectually stimulating curriculum that reflects and preserves the cultural integrity of the people by demonstrating high expectations of all children
- Communicate with and involve families in the education process by holding parent/teacher conferences at least twice each year
- Foster a positive working relationship with the Browning School, the community and other education agencies

Administration

As a caring, supportive adult I promise to:

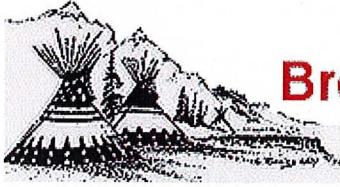
- Provide a safe, nurturing home environment conducive to learning
- Have high expectations of my child by making sure he/she is at school, on time everyday
- Encourage a positive attitude toward school
- Be actively involved in my child's education by making sure s/he completes homework
- Communicate regularly with my child's teacher and volunteer in my child's classroom
- Teach my child respect
- Actively promote literacy in my home by monitoring how much television my child is watching
- Encourage my child to 'try hard'
- Have my child do nightly homework
- Provide adequate school supplies for my child

Parent/Caring Adult: _____

As a student, I promise to:

- Show respect for myself other students and all adults
- Attend school regularly and be on time
- To bring my materials to class daily
- Be responsible for my own actions
- Read at home
- Get homework done
- Try hard
- Respect the grounds and property of my school, realizing that I share it with others
- Do my part to make school a safe place

Student: _____



School District #9, Glacier County, Montana

Browning Public Schools

**P.O. Box 610
Browning, MT 59417**

Student and Parent Handbook Receipt Form

2026-2027

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook). I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance at Browning Public Schools. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Parent/Guardian Signature _____

Date _____

I acknowledge that I have received and read a copy of the Browning Public Schools Student/Parent Handbook. I understand that the policies and practices contained in the handbook govern student behavior and expectations while in attendance at Browning Public Schools.

Student's Signature _____

Date _____

TABLE OF CONTENTS

Browning Elementary Staff	6
SAFETY MATTERS	7
ATTENDANCE MATTERS	8
GRADUATION MATTERS	9
CULTURE MATTERS	10
Special happenings	10
Important information	10
BES Classroom management plan	13
MTSS Universals – TEAM BES	14
multi-tiered system of support (mtss) for behavior	15
BES Tiered flowchart	17
BULLYING / HARASSMENT	19
BPS District Calendar	20
BES Daily Academic Schedule	21

Principal:

Jessica Racine

Instructional Coaches:

Arlene Wippert
Melissa Henderson

SEL Tier 2 Support

Lisa Aimsback

2nd Grade Teachers:

Michelle Calf Tail
Victoria Boggs
Mishayla CalfBossRibs
Teanna Boggs-Lane
Marti Spotted Eagle
Jasmin Salois
Cheryl DeRoche
Carlissa No Runner

3rd Grade Teachers

Marti Spotted Eagle
Morgan Kujala
Victoria Boggs
TBA
TBA
TBA
TBA
TBA

Cooks:

Carlita No Runner —Head Cook

Custodians:

Angela Spotted Eagle
Quentin New Robe
Anthony Mad Plume

Assistant Principal:

Heidi DuBray

Office Staff:

Dellyssa Ladd – Secretary
Brandi Bull Shoe – Attendance Aide

Counselor & 504 Coordinator:

Lynnel Bullshoe

Reading Interventionist:

Samantha Grant

Special Services:

Erica Williamson
Carla Whitegrass/Trombley
Jessica Rutherford – Speech TA

Support Staff/Teacher Assistants:

Cara Guardipee
Michelle Matt
TBA
TBA
TBA

Specials Staff:

Art: Tameka Guardipee
Social Skills: Lynnel Bullshoe
BNAS 1: Arthur Westwolf
BNAS 2: Amanda Whiteman
Librarian: Shawnee Skunkcap
Music: April Jimenez
PE/Health: Jasmin Little Plume

SAFETY MATTERS

Office Hours

The office hours for Browning Elementary are 7:35 a.m. to 5:00 p.m. Monday through Thursday and 7:35 a.m. to 5:00 p.m. on Fridays. Student's absences or tardies should be called in before classes start at 8:15 a.m.

School Hours

- ☐ Students are expected to arrive no earlier than 7:45 a.m. and leave no later than 3:30 p.m. Monday-Thursday unless involved in after school activities or tutoring and 2:30 p.m. on Fridays (no after school activities)
- ☐ Students will be in the gym until the bell rings at 8:05 for teacher pick up.
- ☐ Parents are advised that the playground/bus area is supervised from 7:45 a.m. – 8:15 a.m. and 3:15 p.m. – 3:35 p.m. Monday-Thursdays and 2:15 p.m. – 2:30 p.m. on Fridays.

School Drop off & Dismissal

BES ensures students are 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 and adults while at the crosswalk.

- ☐ The school has two drop off zones in the morning. Please refrain from parking in the drop off zones.
 - o 2nd and 3rd grade will be dropped off at the **Main Entrance** located on the **East Side** of the building (across from Napi)
 - o **Bus lane** located on the South side. Students will not be allowed to go to their classroom until the instruction bell rings.
- ☐ The school has two pick up zones for school dismissal at 3:15. Please remain in your vehicle to pick up your child.
 - o 2nd grade students not riding the bus can be picked up at the **East Side** of the building (across from Napi).
 - o 3rd grade students not riding the bus can be picked up at the North Side of the building by the north entrance gym doors.
 - o Teachers will bring students outside to wait on the sidewalk to be picked up. Remain in your vehicle and move forward as space becomes available in the pick-up lane. Continue to pull forward until the line of vehicles stops and it is your child's turn to get in your vehicle.
 - o The line of cars after school can get lengthy, be patient and keep the line moving until it is your turn. For everyone's safety do not double park in the pick-up lane, you will be directed to pull over to walk over to pick up your child as it is unsafe for students to walk between cars or walk out into the traffic area.
 - o You are welcome to park your vehicle in the parking lot to walk up to pick up your child. If you are crossing the street, use the marked crosswalk for safety.
- ☐ Please be prompt when picking your child up after school. If your child has not been picked up by 4:00 p.m. (Mon-Thurs) or 3:00 p.m. (Friday) we will call an emergency contact number on the students list. In the event we cannot reach anybody, Child Protection Services will be called.
- ☐ Please check the calendar for early dismissal dates. In the event of an emergency dismissal radio stations will be notified for broadcast. Please prepare in advance for emergency dismissals.
- ☐ Messages after 2:00 p.m. cannot be guaranteed on regular school days and 1:00 p.m. on early out days.

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: a coat, sweater, hats, gloves, snow pants, snow boots, etc.

Appropriate Dress

Hooded sweatshirts can be worn during the school day, but the hood needs to be off.

Nurse

The school nurse is available daily 12:00 – 4:00. 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.

Head Lice and Bed Bugs

- If a child is found with nits, the student is able to remain in school. The child's guardian is notified that their child has nits so aware of the child's need to be cleaned.
- If a child is found with head lice, the parent will be called to come pick up his/her child and sent home for two days for the family to provide treatment for removal of head lice or until head lice is removed from the child's hair.
- An informational handout is given to the parent on how to treat the lice and information on re-entry back into school.
- Before a child can return to the classroom, he/she must be lice/nit free. The parent will bring him/her to the office to be checked.
- If a bed bug is found in a classroom, parents of students in the classroom will be notified, the classroom will be inspected and custodians will treat the classroom.

School Visitors

All parents and visitors must sign-in at the office and state their destination and put on a visitor badge. In most instances, students and staff will be called to the office to meet parents/visitors. Anybody that appears to be angry or requests to see a teacher during instruction time will not be allowed beyond the office. School visitors that demonstrate behavior that is disruptive or negatively impacts the school environment may not be allowed on the premises in the future. This will also pertain to all school activity events.

ATTENDANCE MATTERS

Attendance in school is essential for student growth and success. Our goal is to have 95% attendance which means that a student should not miss more than 9 days in a school year and 2 days per quarters. Please help us by getting your child to school, on time, every day.

Every attempt to resolve attendance issues by the following means:

1. Teacher phone call home
2. Principal phone call home
3. Parent/Guardian meeting
4. Check and Connect (staff members connect with students and monitor attendance)
5. Home visit(s)
6. Implement an Attendance Plan

7. Blackfeet Tribal Court Referral

CELEBRATING ATTENDANCE: Incentives are given for students who are in school weekly, monthly, quarterly, yearly, and at semester time. Students with perfect attendance and 95% or better attendance will be honored quarterly and at the end of the year. Students with weekly perfect attendance will be honored with an incentive.

PERFECT ATTENDANCE W/DOCUMENTATION:

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

98% EXCELLENT ATTENDANCE

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

95% GREAT ATTENDANCE

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

GRADUATION MATTERS

BES strives to ensure student success in the school and provide multiple services to assist the students.

Student Progress Reports are issued quarterly either at Parent Teacher Conferences in November and April, or mailed. Progress reports include, but are not limited to, classroom grades, behavior, attendance, test scores and special class grades. Parents are encouraged to contact the school if they have any questions or concerns about their child's progress or performance.

Counseling services are available to all students. We provide individual counseling, group counseling, and grief counseling. We also assist families with outside counseling referrals if necessary. If you feel your child is in need of counseling services, please contact the school counselor.

Retention of a student will be a cooperative decision between the parent/guardian, counselor, and administrator and will be made in the best interest of the student.

CULTURE MATTERS

Browning Elementary values culture and language; we strive to provide as much access to both as much as we can. We have monthly culture activities in all classrooms and we hold special ceremonies throughout the school year for students/parents/community members to receive their Blackfeet name from an elder. Students have access to two BNAS Specials classes where they are learning language, history, and culture.

We currently have a 2nd grade Immersion class and a 3rd grade Immersion class in which various parts of the curriculum are taught in the Blackfeet Language and supported by the BNAS program.

SPECIAL HAPPENINGS

Meet & Greet – August	Physical Education and Health	Chess Club
Water Day – September	Cultural Days – Monthly	Culture Club
Native American Week – September	Semester Awards Ceremony	Beading Club
Cultural Field Trips – October	Attendance Incentives	
Red Ribbon – October	Fall/Spring Data Meetings	
Veteran's Day – November	Spring Music Concert - May	
Parent Teacher Conferences-November		
Christmas Program – December		
I Love To Read Activities – February		
Night of the Arts - May		
March Madness Activities – March		
MAST Testing – November/January/March		
Easter Egg Hunt – April		
End of Year Field Trips - May		

IMPORTANT INFORMATION

Toys/Electronics – Toys and electronic devices (tablets, iPads, game devices, etc.) are not allowed in school. Please keep these items at home. Items will be confiscated and placed in the office for parent pick up.

Cell Phones - BES understands the need to be in contact with your child; however, if your child brings a cell phone to school it is up to him/her to give it to the classroom teacher until the end of the school day. If he/she refuses to give the cell phone to the classroom teacher, it will be confiscated and placed in the office for parent pick up. Upon entering the school, cell phones need to be turned off. At student's discretion they can leave it in their locker, the teacher can keep it or it may be left at the front office until the end of the day.

Lost/Missing Items – In an effort to curb the number of items that go missing, we encourage students to label all of the items that they bring to school; coats, sweaters, snow boots, notebooks, etc. If your child loses one of their items, they can check the lost and found box or speak with his/her teacher to help them locate the missing item.

Multi-Tiered Systems of Supports – Browning Elementary is an MBI school. MBI refers to the application of positive interventions and system changes to achieve socially important behavior change. In Montana, MBI has transitioned to MTSS or a Multi-Tiered System of Support for academics and behavior. The process has been applied successfully with a wide range of students, in a wide range of contexts, and extended from an intervention approach for individual students to an intervention approach for entire schools.

Browning Elementary understands the importance of developmentally appropriate social and emotional learning within our MTSS framework. Our evidence-based curriculum for social-emotional learning DESSA. Through DESSA students are provided tools for social emotional learning and self-regulation.

Student Council

Students at Browning Elementary have a voice through the student council, The student council is made up of grade level representatives. The student council meets with the Principals once a month. In addition, student council advisory meets with the superintendent once a month at the administration building.

Field Trip/Activity Criteria

Browning Elementary students are expected to conduct themselves in an orderly and respectful manner whether on school grounds or attending a school function (i.e., field trip, assemblies, literacy night). Field trips, special events, and off-campus school activities are a privilege and not a right. As such, Browning Elementary reserves the right to deny participation in field trips, travel or activities for those students who have demonstrated inappropriate behavior in the school setting or at previous functions.

1. Good Behavior field trip/activity – No referrals
2. Attendance field trip/activity – Attendance Data will be collected.
3. Educational field trip – Determined by principals.

Positive Happenings at BES

In effective classroom management, emphasizing and highlighting positives is crucial for fostering an encouraging and productive learning environment. A key strategy is maintaining a 4:1 positive-to-negative feedback ratio, where for every corrective comment, educators offer four positive affirmations. This approach not only motivates students but also helps in creating a supportive atmosphere where students feel valued and understood.

Integrating restorative practices enhances this positive environment by focusing on repairing relationships and addressing conflicts through understanding and dialogue rather than punishment. Students learn to resolve issues constructively and build a strong sense of community.

In addition to these methods, tickets can be introduced to recognize and reward students for being responsible, kind, and trustworthy. Students who exhibit these traits receive tickets, which can be redeemed for various privileges or rewards. This system provides tangible incentives for maintaining positive behavior and contributes to a classroom culture of respect and encouragement.

Morning meetings centered around social-emotional learning also play a crucial role in this approach. Talking circles offer a structured way for students to share their thoughts and feelings, fostering empathy and mutual respect. Morning meetings focused on social-emotional learning help students develop self-awareness, emotional regulation, and interpersonal skills, setting a positive tone for the day.

BES CLASSROOM MANAGEMENT PLAN



Browning Elementary School

Classroom Management Plan

TEACHER _____

EXPECTATIONS

- To Be Safe
- Earn Respect
- Act Responsible
- Mindful Learner

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

Browning Elementary SchoolBehavior Expectations Matrix

BES Matrix	To Be Safe	Earn Respect	Act Responsible	Mindful Learning
Entering BES	-Walk in building -Honor your personal space -Honor other's space	-Be positive -Speak with respect	-Walk quietly upon entering -Go directly to destination	-Be prepared -Be engaged -Complete all tasks
Breakfast/ Lunch	-Wash or disinfect hands -Honor your personal space	-Use your manners -Speak with respect	-Keep your food in your area -Remain seated while eating -Clean up after yourself -Place trash in food receptacle	-Be mindful of people -Be mindful of surroundings -Report bullying
Classroom	-Use hand sanitizer -Honor your personal space -Honor other's space	-Be positive -Speak with respect -Follow directions	-Walk in quietly -Be on time -Complete all tasks	-Be prepared -Be engaged in learning -Complete all tasks
Hallway	-Use hand sanitizer -Honor your personal space -Honor other's space -Remain on floor markers	-Walk quietly on the Right -Go directly to destination	-Be positive -Speak with respect	-Be mindful of people -Be mindful of surroundings -Report bullying
Restroom	-Flush toilet -Wash hands properly	-Treat our school with respect -Allow others their privacy	-Honor your personal space -Honor other's space -Place trash in receptacle	-Report bullying -Report problems or vandalism
Dismissal	-Use hand sanitizer -Honor your personal space -Honor other's space	-Be positive -Speak with respect -Treat yourself with respect -Treat others with respect	-Walk quietly while exiting -Honor your personal space -Go directly to destination	-Be prepared for dismissal -Follow directions -Be mindful of people -Be mindful of surroundings
Calming Room	-Use hand sanitizer -Honor your personal space -Honor others space	-Be positive -Speak with respect -Treat yourself with respect -Treat others with respect	-Remain with designated escort -Go directly to destination	-Practice breathing exercises -Check your feelings w/ mood meter -Be mindful of people -Be mindful of surroundings
Tardy	-Use hand sanitizer -Honor your personal space -Honor others space	-Be positive -Speak with respect	-Walk quietly upon entering -Go directly to destination	-Be prepared -Be engaged -Complete all tasks
Recess	-Remain in designated area -Be mindful of others -Be mindful of surroundings -Report Bullying	-Honor your space -Honor other's space -Respect others belongings -Treat our school w/respect	-Keep area clean -Pick up your belongings -Store belongings properly	-Report problems to adult -Report vandalism
Bus Line Up	-Use hand sanitizer -Honor your personal space -Honor other's space	-Honor your space -Honor other's space -Respect others belongings -Treat others with respect	-Walk in a line -Honor your personal space -Smallest students in line first -Wait for bus to stop	-Honor your personal space -Be mindful of surroundings -Be mindful of people -Report bullying

MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FOR BEHAVIOR

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 _____ Date: _____ Initials: _____	Extreme 1 ☐ Principal Conference ☐ Parent Contact ☐ 1 day OSS ☐ Re-entry with team ☐ Solutions Meeting ☐ Principal Option _____ Date: _____ Initials: _____
Minor 2 ☐ Principal Conference ☐ Parent Contact ☐ 1 Day Lunch Detention & 1 Recess Detention ☐ Principal Option _____ Date: _____ Initials: _____	Severe 2 ☐ Principal Conference ☐ Parent Contact ☐ 1 day OSS ☐ 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 & 2 Recess ☐ Solutions Meeting ☐ Principal Option _____ Date: _____ Initials: _____	Severe 3 ☐ Principal Conference ☐ Parent Contact ☐ 2 days 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: _____
Step 4 ☐ Principal Conference ☐ Parent Contact ☐ 1 Week Lunch Detention ☐ Principal Option _____ Date: _____ Initials: _____	Severe 4 ☐ Principal Conference ☐ Parent Contact ☐ 5 days OSS ☐ Solutions Meeting ☐ Re-entry with team ☐ Principal Option _____ Date: _____ Initials: _____	Extreme 4 ☐ Principal Conference ☐ 5 days OSS ☐ Re-entry with team ☐ Principal Option _____ Extreme 5 *Students who reach this level may be suspended for up to 10 days and may be recommended for change in placement

TIER I -Minor Level

TIER II – Severe Level

TIER III – Extreme Level

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

Conference with teacher: Classroom self-reflection tool to determine the cause/purpose of the behavior and developing 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 the following):

- Time out with principal - Letter of Apology - Meeting with Counselor - Out of School Suspension
- Calming Room - Lunch Detention - Behavior Contract

TIER I - Minor Level: Students will be placed on this level when misbehavior in the classroom has progressed through the steps in a teacher's classroom management plan and has reached the level of a referral. Placement on this level is for less severe but consistent infractions.

- Classroom disruption -Sleeping in class -Minor technology
- Off task - Throwing items -Disrespectful to teacher/students
- Refusing to work -Off task - Not following teacher directive

TIER II - Severe Level: Students are automatically placed on this level when serious misbehavior occurs and/or has completed the steps level. Severe referrals require the student is sent directly to the principal. Serious misbehavior includes, but is not limited to:

- Bullying - Fighting - Instigating a fight - Unsafe behavior
- Insubordination - Harassment (any) - Vandalism - Assault
- Overt defiance - Theft - Profanity/Vulgar language/gesture

TIER III - Extreme Level: Students are placed on this level after progressing through the steps in the Severe Level. The following behaviors result in immediate progression to this level:

- Failure to comply with principal request
- Assault on a student or staff member
- Selling, possession, use, or distribution of drugs, alcohol, or tobacco (vape)
- Weapons (anything used with intent to harm another person)
- Harassment (any form)

*In accordance with provisions of the state and federal law and the gun free schools act, any student who brings a firearm onto school property shall be expelled for a period of not less than one calendar year unless modified by the board of trustees, upon a recommendation from the school district Superintendent.

Fighting/Instigating a Fight:

Instigating a fight will be treated in the same manner as an actual Assault or Fight and will begin on the TIER II - Severe Level of the Behavior Action Plan.

Assault:

- Less severe cases of assault will fall under the TIER II - Severe Level of the Administrative Support Plan and progress from there. Serious offenses of Assault will fall under the TIER III - Extreme Level of the Behavior Action Plan.
- Physical assault of a staff member will not be tolerated. Students who assault a staff member will be placed on the Tier III – Extreme Level on the Behavior Action Plan and may be recommended for expulsion.

Removal of students:

- Staff members may be called to a classroom when a student exhibits extreme overt defiance or is out of control and affecting the safety of themselves or others. The student will have a choice to leave with the staff member. If the student chooses not to leave, the rest of the students in the classroom will be asked to leave the room and a de-escalation process will be held so the student can make it to a safe area (counselor room or main office).
- The student may be placed on the TIER III - Extreme Level of the Administrative Support Plan or referred to another level of support.

BROWNING ELEMENTARY SCHOOL MTSS-SEL/B FLOWCHART

Tier I
(All Students,
All Staff, All
Families)

These items must be in place, to fidelity:

- Teach School-wide & Classroom Behavior Expectations Identified on the Matrix, ~~TEAM~~ and Essential Routines & Procedures Checklist
- Classroom Strategies are Implemented in the Classroom
- Morning Meetings
- Expectations, SEL Strategies and Interventions
- Reteach School-wide & Classroom Behavior Expectations within the Classroom ~~As Needed~~ throughout School Year
- Classroom Management Toolbox include: PAX, DESSA, Conscious Discipline, PBS, and IEFA
- DESSA Screening for All Students (October and February)
- Weekly DESSA Growth Strategies Activity
- MTSS School-wide Good Behavior Reward System (Classroom Tpees, Feathers, and Animals)
- Social Skills
- A Trauma Informed Climate is Implemented School-wide in EVERY Classroom/Setting

If at ANY time the student's behavior is a danger to self or others notify the Counselor or Therapist

- Reward Student(s) for Positive Behaviors with School-wide "Caught-ya" Card System
- Document Minor and Major Behaviors on the Behavior Log or Major Behavior Referral Forms
- Team Strategies Meeting for student.
- Teacher will Communicate All Praises and Concerns with Parents/Guardians at a 5:1 Ratio

Does behavior continue even with combined rewards and consequences?

No

Yes

Criteria for Accessing Tier II Supports:

- Behavior Referrals (3 Major Behavior Referrals)
- 3 Challenging Behavior Checklists (a documented repetitive pattern of behavior)
- Identified *In Need of Support* based upon the DESSA-mini or DESSA-full
- Student Previously Needed Tier II Supports in PreK or K
- Teacher Request/Parent Request (Immediate Assistance)

****The Beginning steps of PTR will be used in Tier II**

****Weekly caseload reviews and referrals are conducted every Tuesday to assess need.**

Is the function of the student's behavior to **GET** something?

Is the function of the student's behavior to **GET AWAY** something?

Does the student lack the needed skills?

- Individualized Educational and Preventative SEL Strategies
- Solutions Meeting may be Held with the Tier II Team
- Data is Reviewed and Individual/SEL/B Small Group Supports are Implemented
- Consider Implementation of Interventions, Supports, and Small Group Social Skill Instruction
- Weekly meetings are Continued Until Behaviors are Resolved
- Continue All Tier I Structures & Supports to Fidelity
- Begin Intervention Sessions with Learning Targets Based on DESSA-Full Results, Behavioral and Referral Information
- Progress Monitor Behavior Using Referral Data, Teacher Tracking System, DESSA Data

Is behavior still interfering, escalating, or dangerous?

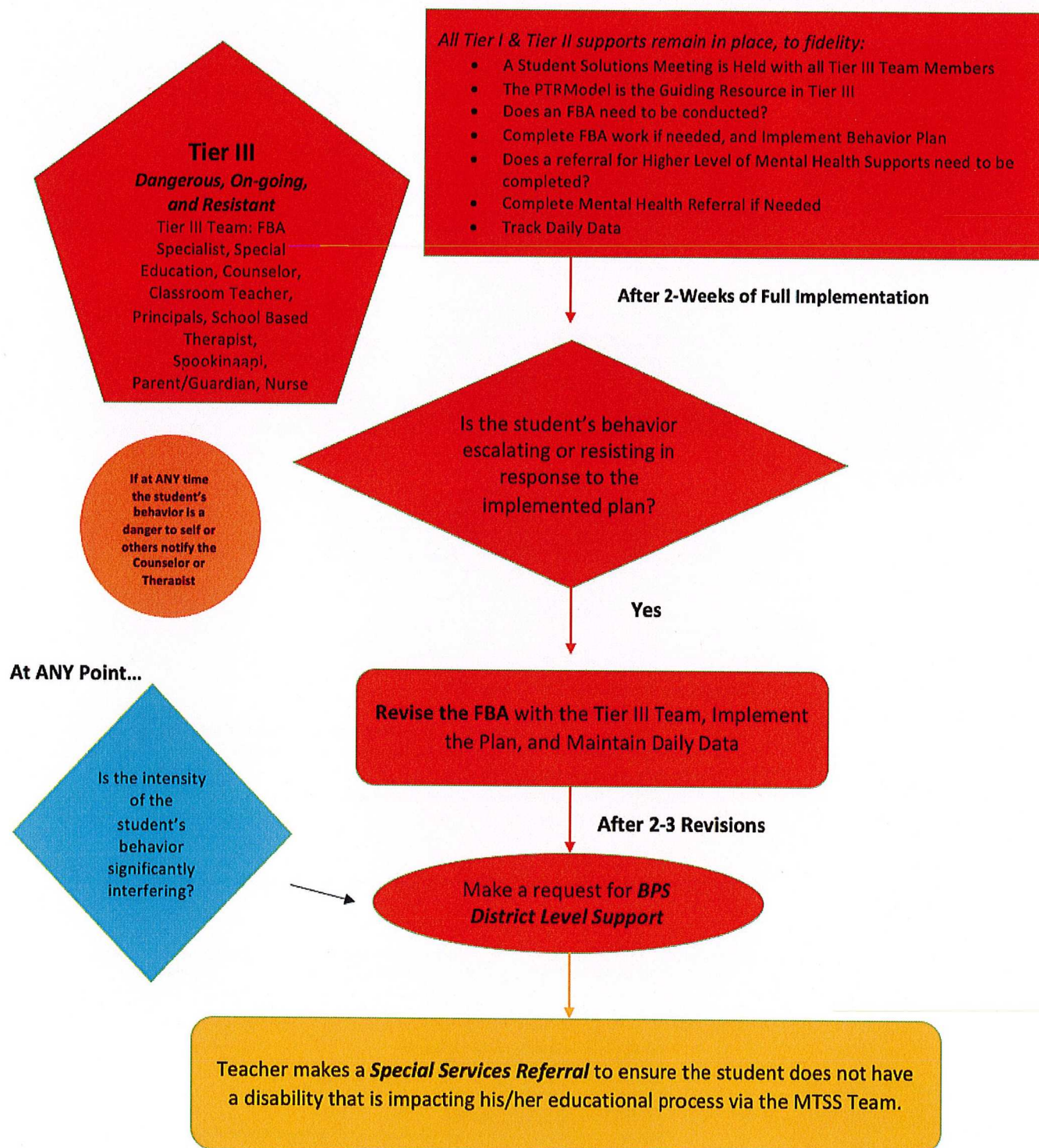
No

If at ANY time the student's behavior is a danger to self or others notify the Counselor or Therapist

Tier II
*Ongoing,
Persistent
Behavior*
Tier II Team:

Classroom Teacher
Principal
Counselor
Parent/Guardian
~~Speech Therapist~~
Special Education Teacher
Nurse

BROWNING ELEMENTARY SCHOOL MTSS-SEL/B FLOWCHART



BULLYING / HARASSMENT

At Browning Elementary, we are very proactive and don't take bullying lightly. We encourage students to tell 3 people (parent/guardian, teachers, teacher assistants, principal/assistant principal, counselor and other staff) when they feel like they are being bullied. As a parent please contact the school if your child reports bullying to you.

Bully Reports will be submitted to the Principals by teachers, students, and community members if an incident was reported. Data from the bully reports will be utilized to support needs.

Bullying / Harassment will be treated in the same manner as a fight and will begin on the TIER II - Severe Level of the Behavior Action Plan.

*Bullying is when someone *repeatedly and over time* says or does mean or hurtful things to another person who has a hard time defending him/herself. *

Bullying can take many forms including:

- Verbal bullying such as name calling and verbal harassment
- Leaving another person out of a group
- Physical bullying such as pushing, hitting, kicking
- Telling lies and spreading false rumors
- Taking away money or other things or damaging personal property
- Threatening or forcing another person to do things they don't want to do
- Racial bullying
- Cyber bullying (social media)

is it
BULLYING?

When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep* doing it-
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

****REPORTING BULLYING****

Browning Elementary School is a no bully zone!
We take every report of bullying seriously however
it's important to be aware of the distinction and
definition of what bullying is.

When we receive a report of bullying, the following
steps are taken confidentially:

1. **REPORT OF BULLYING RECEIVED**
2. **Information gathering** – names of students involved and description of the incident(s)
3. **Interviewing** – students are interviewed individually in regards to the incident(s).
4. **Determination** – if it is determined that bullying is occurring we do the following:
 - a. **Appropriate consequence** (refer to the MTSS behavior plan)
 - b. **Parent notified**
 - c. **Safety plan for victim** (if necessary)
 - d. **Individual counseling** (if necessary)

DISTRICT CALENDAR

			Browning Public Schools
			2026-2027 ACADEMIC CALENDAR: 187 Days
Week #	Beg.	End	Scheduled Activities/Holidays
	07-27-26	07-31-26	Principal's/Directors' Week
	08-03-26	08-07-26	SBE Planning Week
	08-10-26	08-14-26	New Teacher Orientation
1	08-17-26	08-21-26	PIR; 08/17-08/19 -- School Starts 8/20/26
2	08-24-26	08-28-26	
3	08-31-26	09-04-26	
4	09-07-26	09-11-26	9/7/26: Labor Day (Off)
5	09-14-26	09-18-26	
6	09-21-26	09-25-26	BID Friday; 1/2 DAY (D)
7	09-28-26	10-02-26	
8	10-05-26	10-09-26	
9	10-12-26	10-16-26	10/15-10/16/2026; MFPE Conf. No School
10	10-19-26	10-23-26	
11	10-26-26	10-27-27	End of Q1
			Q1 Ends 10/27/26
	10-28-26	10-30-26	BID Friday; 1/2 Day (T)
12	11-02-26	11-06-26	Family-Teacher Conf. 11/03 & 11/05; 11/6/26 Staff Wellness Day
13	11-09-26	11-13-26	
14	11-16-26	11-20-26	BID Friday; 1/2 DAY (D)
15	11-23-26	11-27-26	Thanksgiving Break: 11/25-11/27/26
16	11-30-26	12-04-26	
17	12-07-26	12-11-26	
18	12-14-26	12-18-26	
19	12-21-26	12-25-26	No School 12/23/26 -- 12/25/26 Winter Break
20	12-28-26	01-01-27	No School 12/28/26 -- 01/01/27 Winter Break
21	01-04-27	01-08-27	No School 01/04/27
22	01-11-27	01-13-27	Q2 Ends 1/13/27

			Semester 1 Total
	01-14-27	01-15-27	BID Friday; 1/2 DAY (T)
23	01-18-27	01-22-27	No School 01/18/27 MLK Jr. Day
24	01-25-27	01-29-27	BID Friday; 1/2 DAY (D)
25	02-01-27	02-05-27	
26	02-08-27	02-12-27	BID Friday; 1/2 DAY (T)
27	02-15-27	02-19-27	President's Day, 2/15/27; No School
28	02-22-27	02-26-27	
29	03-01-27	03-05-27	
30	03-08-27	03-12-27	No School; 03/12/27; Wellness Day
31	03-15-27	03-19-27	
32	03-22-27	03-26-27	Spring Break, No School 3/25 -- 3/26 & End of Q3
33	03-29-27	03-31-27	Spring Break; 3/29/27
			Q3 Ends 03/31/27
	04-01-27	04-02-27	BID Friday; 1/2 DAY (T)
34	04-05-27	04-09-27	Family-Teacher Conf. 04/06 & 04/08, No School; 4/9/27
35	04-12-27	04-16-27	
36	04-19-27	04-23-27	
37	04-26-27	04-30-27	BOP DAY; 4/30/27 -- No School
38	05-03-27	05-07-27	BID Friday; 1/2 DAY (D)
39	05-10-27	05-14-27	
40	05-17-27	05-21-27	BID Friday; 1/2 DAY (D)
41	05-24-27	05-28-27	Last Day of School; 5/28/27
42	05-31-27	06-04-27	Leadership Week (Tuesday -- Friday)
43	06-07-27	06-11-27	
			Q4 Ends 5/28/27; Totals
			Semester 2 Totals
			Academic Year Totals

2nd Grade (M-TR)		3rd Grade (M-TR)		2nd Grade - Friday		3rd Grade - Friday	
7:40-8:00	Student arrival	7:40-8:00	Student arrival	7:40-8:00	Student arrival	7:40-8:00	Student arrival
8:00-8:05	Pick up students	8:00-8:05	Pick up students	8:00-8:05	Pick up students	8:00-8:05	Pick up students
8:05-8:20	SEL/Morning Meeting	8:05-8:20	SEL/Morning Meeting	8:05-8:20	SEL/Morning Meeting	8:05-8:15	SEL/Morning Meeting
8:20-8:30	Calendar	8:20-8:30	Calendar	8:20-8:30	Calendar	8:15-8:25	Calendar
8:30-9:00	UFLI	8:30-9:10	Benchmark Whole Group (Comp/Vocab)	8:30-9:00	Benchmark Whole Group	8:25-8:55	Benchmark Whole Group
9:00-9:40	Benchmark Whole Group (Comp/Vocab)	9:10-9:50	Benchmark Small Group (ph-fluency)	9:00-9:30	Benchmark Check For Understanding	8:55-9:25	Benchmark Check For Understanding
9:40-9:55	Recess	9:50-10:10	Benchmark Writing	9:30-10:00	UFLI--Spelling Tests/Time in Text	9:30-11:15	Specials (prep)
10:00-10:40	Benchmark Small Group (ph-Fluency)	10:10-10:30	Classroom Typing	10:00-10:30	FLEX TIME/Bathroom Break	10:15-11:00	WIN
10:40-11:00	Shared Writing	10:30-11:30	Specials (3rd prep)	10:30-10:35	Penmanship	11:00-11:20	FLEX TIME (IEFA/ART/Holiday)
11:00-11:45	Lunch	11:30-12:00	UFLI	10:35-10:55	Writing--Publish	11:20-11:25	Penmanship
11:45-12:00	Bathroom Break	12:00-12:45	Lunch	11:00-11:45	Lunch	11:25-11:45	Writing---Publish
12:00-12:40	Math Whole group	12:45-12:50	Transition	11:50-12:35	Specials (prep)	11:45-12:30	Lunch
12:40-1:10	Math Small group	12:50-1:30	Handwriting/Letter Formation	12:40-1:15	Math Game/Review/Numeracy	12:35-1:30	Math Game/Review/Numeracy
1:10-1:30	FLEX TIME (IEFA, Art, Holiday)	1:35-2:15	Math Whole Group	1:15-2:00	WIN	1:30-2:00	UFLI--Spelling Tests/Time in Text
1:30-2:10	Handwriting/Letter Formation	2:15-2:20	Bathroom Break	2:00-2:15	Get ready for dismissal	2:05-2:15	Get ready for dismissal
2:15-3:15	Specials (2nd Prep)	2:20-2:50	Math Small Group	2:20	Dismissal	2:20	Dismissal
3:20	Dismissal	2:50-3:10	FLEX TIME (IEFA, Art, Holiday)	Buses leaving elementaries at 2:25		2:25	Buses leaving elementaries at 2:25
3:25	Buses leaving elementaries at 3:25	3:15-3:20	Get ready for dismissal				
		3:20	Dismissal				
		Buses leaving elementaries at 3:25					