



Ahfachkee School

Student/Parent Handbook

2024-2025

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SEMINOLE TRIBE OF FLORIDA COUNCIL

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AHFACHKEE SCHOOL EXECUTIVE DIRECTOR OF ADMINISTRATION

Lee Zepeda

AHFACHKEE SCHOOL ADMINISTRATION

Philip Baer – Principal
Nuria Suarez.– Assistant Principal

TRADITIONAL PRESERVATION DEPARTMENT

Program Director - Jeannette Cypress
Assistant Program Director/Teacher - Danielle Jumper-Frye

Our Mission

Our mission is to provide an education rich in the wisdom of the Seminole heritage combined with a challenging and rigorous curriculum. In a caring environment, with a strong partnership of families, Tribal community, and the strength of mind, body, and spirit, our students will be empowered to create a successful and fulfilling future.

Ahfachkee School
2024-2025
Parent/Student Handbook

Welcome to the 2024-2025 school year. This handbook provides our families and students with important information about our school. This handbook will be emailed to each family and available in the main office. Please review the contents before school begins, then keep it accessible for future reference. If you have any questions about the handbook, please get in touch with the Ahfachkee School main office at (863)983-6348 or by email at AhfachkeeOffice@semtribe.com.

Increasing parental involvement and improving student attendance and academic achievement remain major priorities at Ahfachkee School. We are glad you are a part of the Ahfachkee School community and look forward to a wonderful year.

Philip Baer, Principal
Ahfachkee School

Ahfachkee School reserves the right to interpret the content of this handbook, including the rules and regulations governing the academic and non-academic conduct of students. This handbook is not a contract, nor is it intended to be so construed. Ahfachkee School reserves the right to modify and/or amend the content of this handbook at any time during the year. If any written modification or amendment is made to this handbook, a copy of such modification or amendment will be distributed to students and parents.

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Ahfachkee School

“Home of the Warriors”

Ahfachkee School Student/Parent Handbook 2024-2025

I have received and read the Ahfachkee School Handbook and I understand the stated policies and consequences.

Parent/Guardian Signature

Student Name (Please Print)

Date

Date

*Verification needs to be returned by the end of the first week of school to the front office.



School Information and Programs

Ahfachkee Office Hours

Office Hours: 7:30 AM to 4:00 PM

School Day for Elementary Students

7:30 AM – 8:00 AM Breakfast

8:00 AM - 2:30 PM Instructional Day

School Day for Middle and High School Students

7:30 AM – 8:00 AM Breakfast

8:00 AM - 2:30 PM Instructional Day

Bus Transportation on Big Cypress

Door to Door

Approximately 6:45 AM – 7:25 AM

Bus Transportation – Field Office – Immokalee

Leaves from the parking lot at 6:45 AM

Arrival in Big Cypress at 7:30 PM



To better support students and families, Ahfachkee School offers a wide array of school services.

Ahfachkee School offers numerous programs for students. They are as follows:

Exceptional Student Education, Guidance Programs, 21st Century after School Learning Program, Gifted & Talented Program, Response to Intervention Programs, and Credit Recovery Programs.

SECTION 1

School Information and Policies

The school information section contains general information relevant to all Kindergarten through 12th Grade students.

Athletic Code

Ahfachkee School participates in Volleyball, Basketball, Track and Field, and Baseball. We follow the Athletic Code and policies under the FHSAA regulations.

Cell Phones

HB379 prevents students from using cell phones and other wireless devices during “instructional time.” Under the measure, cell phones could not be used during lessons unless “expressly directed by a teacher solely for educational purposes.”

Clean Campus

Everyone is responsible for keeping the Ahfachkee School campus clean. Students are expected to pick up litter and ensure trash is properly placed in trash cans. To help maintain the cleanliness of the classrooms, gym, and playground, students are not allowed to bring in gum, food, or drinks unless it involves a special event and they have their teacher’s permission. Loss of privileges may result should an area be left in an unclean condition.

Closed Campus

Ahfachkee School (“Ahfachkee”) of the Seminole Tribe of Florida (“STOF”) has a closed campus policy. This means that once a student arrives, he/she must remain on campus until the end of the day. Students who leave the building or campus before the school day is over without the office's permission will not be permitted to return until the following day. Students are prohibited from leaving campus for lunch. Students who violate the closed campus policy will be subject to disciplinary action, and parents will be contacted before they return. Loitering in the parking lots is prohibited.

Civility Policy

Ahfachkee welcomes and encourages visits to the school by parents, other adult residents of the community, and interested educators. Ahfachkee believes that all schools should be a place where mutual respect is practiced and reinforced by all who enter them. At Ahfachkee School all students, parents, staff, and other members of the public will be treated with respect and expect the same in return. The school is committed to keeping the school free from disruptions and preventing all activities that threaten the education process. This policy promotes mutual respect, civility, and orderly conduct by and among council members, teachers, administrators, staff, students, parents, and the public. Civility should permeate the entire organization.

The school’s role is to create an environment where people exhibit behaviors that foster sound, educational practices, allows people to grow socially and academically, and encourages healthy dialogue in respectful ways by presenting teachers and staff as positive role models. We foster

positive communication and discourage disrespectful treatment.

The school believes that rude, abusive, or intolerant behavior should not exist. Positive Human interaction is required by and among all council members, teachers, administrators, staff, students, parents, and the public.

The best way to ensure an environment of civility is to constantly practice it. Modeling the behavior we wish will send a sound message that people need to be treated with respect.

Co-Curricular Activities

Co-curricular programs include educationally related, personal, cultural, social, recreational, leadership, and athletic opportunities. These programs are a privilege and are completely voluntary for students. Co-curricular participants are expected to adhere to all school rules and policies. Students should abstain from the use and/or possession of inappropriate substances and refrain from unsafe activities. Failure to do so may result in disciplinary action that may include exclusion from co-curricular activities such as school-wide events and ceremonies (graduation, etc.).

Communication

Ahfachkee strives to increase communication with its families and uses the following methods to keep parents informed of the most current information. It is important to keep contact information updated. Ahfachkee School offers multiple methods of contacting our staff. In addition to in-person or phone, families may send emails to staff members through the STOF Tribal email system or the NASIS portal. In addition to scheduled conferences, staff members are available for parent conferences upon request.

- Infinite Campus: an automated calling system that can contact all families simultaneously through a recorded message via phone, email, or text.
- Letters and flyers will be distributed to students regularly.
- Global Emails: emails sent to all email addresses registered with the STOF Big Cypress Reservation and Immokalee Reservation email list.
- Email Distribution List: emails sent to a parent/guardian's email address listed on the student application.
- Direct Contacts: one-on-one calls and face-to-face contact between staff members and family members.
- STOF WebEx: Virtual conferences may also be created for the Ahwatukee School.
- School Website: www.seminolewarriors.net is regularly updated with current information. For a list of staff email addresses, refer to the Ahfachkee website or contact the front office at 863-986-6348.
- NASIS Portal: families and students may review grades and attendance information online, or a phone may be used for parents to send information to the school.
- Office email: If you need to send information or ask questions, the Ahfachkee office email can be used. The office staff will respond to your requests during regular office hours. AhfachkeeOffice@semtribe.com

Confidentiality

Ahfachkee School will not disclose information to an individual, agency, school district, hospital, or any other person without first obtaining written permission from the parent(s)/guardian(s).

Confidential and sensitive information about faculty, other parents, and/or students will not be shared with anyone, as Ahfachkee School strives to protect everyone's right to privacy.

Consent to Search

Ahfachkee School's policy is to conduct unannounced searches of students and their personal effects for the safety of all students and staff. Ahfachkee School reserves the right to use drug detection dogs to conduct periodic searches for contraband and dangerous items.

Ahfachkee School also reserves the right to use authorized school personnel to search the student, any school property, his/her personal transportation, and/or personal effects at Ahfachkee School for any contraband or dangerous items (guns, ammunition, razor blades, knives, illegal or prescription drugs, fireworks, explosives, etc.), including vape pens, that may be considered harmful to his/her person or others and to confiscate these items.

Dismissal Destination Changes

Any parent wishing to change his/her child's dismissal destination must submit the desired change in writing or by email to AhfachkeeOffice@semtribe.com no later than 1:30 p.m. the day the changes are to take effect. If a parent experiences an emergency after 1:30 p.m. that requires a dismissal change, please call the office directly to make arrangements.

Disruptions

Any individual who disrupts or threatens to disrupt any school function or office operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud and/or offensive language that could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed to leave school or school property promptly by the principal or designee.

If any public member uses obscenities or speaks demandingly, loudly, insultingly, and/or demeaningly, the administrator or employee to whom the remarks are directed will calmly and politely request the speaker to communicate civilly. If corrective action is not taken by the abusing party, the employee will verbally notify the abusing party that his/her participation in the meeting, conference, or telephone conversation is terminated, and if the meeting or conference is on school premises, the offending person will be directed to leave promptly.

When an individual is directed to leave under the circumstances outlined in the above paragraphs, the Administrator or designee should inform the person that, in all cases, individuals who perceive they have been treated in an uncivil manner will be urged to resolve their concerns through simple, direct, or assisted communication with the person(s) at the source the concern. When this is not possible or appropriate, any person needing help identifying and/or using appropriate problem-solving procedures may seek assistance from the school principal or designee. Individuals are encouraged to work out issues of concern promptly and preferably no later than two days after an incident. No retaliation will be tolerated against individuals for working in good faith under this policy and its related procedures to resolve concerns.

Dress Code for Students

Ahfachkee students should adhere to the following uniform policy.

Traditional Clothing

Students are welcome to wear traditional clothing any day.

- Full Traditional Dress
- Traditional tops with uniform bottoms
- Traditional skirts with uniform tops
- Traditional jackets and vests may be worn over uniform tops

Tops/Shirts

- Polo-style shirts in red, yellow, black, or white. No tank or mid-drift tops
- Long sleeves shirts worn under uniform polo tops must be solid red, yellow, black, or white

Bottoms

- Pants, shorts, skirts, or skorts must be mid-thigh or longer.
- No excessively tight pants, including but limited to leggings, stretch pants, and yoga/exercise pants.
- No sagging pants - pants must be worn at the waist.
- No pants are to be tucked into socks.
- No pants with holes, rips, tears, frays, or extra zippers
- No language or images that are crude, vulgar, profane, lewd/obscene, drug-affiliated, sexually explicit, or sexually suggestive.

Head Coverings

Hats and hoods should not be worn in classrooms to create a safe and conducive learning environment. Jackets with hoods may be worn outdoors when the weather is appropriate. Hoods may not be worn inside the buildings. Hats may be worn outside during Physical Education to prevent sun exposure.

Jackets

Sweaters, jackets, and sweatshirts (with or without hoods) must be worn over a school uniform top. Outerwear attire cannot possess language or images that are crude, vulgar, profane, lewd/obscene, drug-affiliated, sexually explicit, or sexually suggestive.

Special Note: Students should always be identifiable on sight. The privilege of wearing hoods can be revoked if repeated violations disrupt the educational process.

Shoes

Shoes should be conducive to an educational environment. For the protection and safety of students, shoes must be closed toe and closed heels (no Crocs). Beach shoes, bedroom slippers, clogs, shoes with wheels, or flip-flops should not be worn.

Special Note: Athletic shoes are required for all grade levels during Physical Education classes and in the gym..

Exceptions

School administration may temporarily amend the dress code with special consideration for safety and health issues.

Exceptions to the dress code are allowed only on designated school-sponsored Special Events days (such as Jersey Day, Red Ribbon Day, Picture Day, Field Day, etc.). This information will be sent home to families in advance.

Compliance

Dress or appearance must not present health or safety problems or cause disruption. Clothing, accessories, and tattoos that carry vulgar or offensive messages, reference the use of alcohol/tobacco, or any associated logo, drugs, violence, or gang affiliation are not allowed. School-inappropriate tattoos must be covered. Clothing must fit appropriately.

If a student does not comply with dress code expectations, the student will be asked to remove the clothing in question, and the parent will be contacted to bring alternative clothing that adheres to the uniform policy. Repeat offenses may warrant progressive discipline according to the Discipline Matrix,

A parent/guardian may be notified. Lunch detention will be issued. Subsequent violations could result in the student being sent home with the expectation that the student returns after meeting dress code expectations.

The school administration reserves the right to make the final determination when a student's dress or appearance is such that it interferes with the educational process.

Early Dismissal and Late Arrival

Early Dismissal

*Early dismissal should be reserved for emergencies only to keep classroom disruptions to a minimum and learning to a maximum. If, for any reason, your child needs to leave campus before 2:30 P.M., you must sign him/her out by 2:00 P.M. Students may only be checked out by the parent/guardian or those individuals listed on the Student Checkout Permission Form located on the student registration application. Please remember to bring proper identification with you. See the procedures below.

- The parent/guardian should call the main office when they arrive at the gate. The office phone number (863-983-6348) will be posted at the gate.

Late Arrival/Returning from Doctor Appointments

- When the parent arrives at the gate, they should call the main office at 863-983-6348 or use a keypad.

Exceptional Student Education (“ESE”)

Exceptional Student Education (“ESE”) is the designation for student special education. Students who meet eligibility requirements for the gifted and talented program also receive services through this department. Although in Florida, Ahfachkee Schools’ federal funding is processed through the Bureau of Indian Education. Ahfachkee School reports information regarding students receiving gifted education, special education, and related services, including the following therapies: Occupational, Speech and Language, Physical, Behavior, and clinical counseling annually, as required. There are fourteen areas of ESE eligibility:

- Autism Spectrum Disorder
- Gifted
- Hearing Impairments
- Developmentally Delayed – for ages 5 to 9 only
- Deaf-Blindness
- Intellectual Disabilities/Cognitive Impairment
- Speech and Language Impairments
- Orthopedic Impairments
- Other Health Impaired
- Emotional Disturbance
- Multiple Disabilities
- Specific Learning Disabled
- Traumatic Brain Injury (TBI)
- Deafness
- Visual Impairments

Detailed information on determining eligibility in one or more categories can be found by contacting your child’s teacher, the school office, or the ESE Coordinator. Services are provided to exceptional students based on the identified needs as per the Individual Education Plan (IEP)

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights regarding their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

Parents or eligible students have the right to inspect and review the student’s education records maintained by the school.

Field Trips

School field trips are conducted throughout the year to enrich and extend the students’ academics and experimental learning beyond the classroom setting. Field trips are a privilege and students are expected to follow school rules while on field trips. Students referred to the office for behavioral reasons within 45 days of the trip may be ineligible to attend.

Fines and Fees

Ahfachkee School reserves the right to withhold a student’s records if outstanding fines or fees exist, including for textbooks, technology, athletic equipment, athletic uniforms, and library books or materials.

Gifted & Talented Programs

The mission of the Ahfachkee School Gifted Program is to identify gifted and talented Seminole youth (grades K-12) and to provide them with challenging and enriching opportunities. This can be within any of the five areas of giftedness: intellectual, specific academic achievement,

leadership, creativity, and/or visual/performing arts.

The goal of the Gifted Program is for students to become increasingly represented in occupations and roles that contribute significantly to the growth and development of Ahfachkee School and the Seminole community. For more information on this program, please get in touch with the ESE coordinator, guidance counselor, and/or gifted teacher.

Guidance Program

Ahfachkee Schools' guidance program provides academic, career, and social/emotional counseling. The guidance program gives the students the tools and resources to help them resolve emotional, social, and behavioral problems, allowing them to develop more precise focus and a sense of direction. The school counselor will provide prevention/interventions with academic/career and personal development activities. These activities will include classroom guidance lessons, small groups, individual counseling for students with specific needs, and other resources and tools to support students throughout the school year. Ahfachkee Schools' guidance program strives to fulfill the mission statement of taking responsibility for entrusting students with a promising future of their choice. It shall consider their spiritual, mental, physical, and cultural needs. For more information, please get in touch with the school office or the guidance counselor.

Homework

Homework is written or non-written tasks teachers assign to students to be completed outside the classroom. It extends the school day and is essential to a student's educational experience. Failure to complete assigned homework may impact the student's class grade.

Recommendations for parents to assist with students' homework success

1. Communicating regularly with the student's school or teacher about homework.
2. Check your child's planner daily.
3. Establish a routine for the child's homework completion.
4. Set expectations for the quality of homework.
5. Check to see if the homework was turned in to the teacher.

Individual Education Plan (IEP)

An Individualized Educational Plan (IEP) describes the educational plan designed to meet a child's unique needs. Each child who receives special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, and school administrators to improve educational results for children with disabilities. The IEP is the cornerstone of quality education for each child with a disability.

Parent(s)/Guardian(s) will be informed of their child's progress through Progress Reports according to Ahfachkee Schools schedule at least as often as their non-disabled peers will. The IEP is a legally binding document. Please contact your child's teacher, the school office, and/or the ESE Coordinator for more information.

Internet Usage

Ahfachkee School follows the STOF Internet Usage Policy, which can be found online through

the STOF Intranet. The Ahfachkee School Technology Policy can be found online at www.seminolewarriors.net. Additional information on technology usage can be found under the Discipline Matrix listed in the Student Behavior section of this handbook.

Ahfachkee School firmly believes that the valuable information and interaction available on the Internet far outweigh the possibility that users may procure material that is not consistent with the school's educational goals.

Students and parents should be aware that, as with any school's property or activity, inappropriate use of the Internet connection, school network, or an individual workstation is prohibited. Examples of inappropriate behavior include accessing, downloading, and/or distributing inappropriate materials, materials that belong to another person, vandalism, or any other use incompatible with school or individual school policies.

GoGuardian has been installed on all Chromebooks. GoGuardian allows the IT Department to monitor student Internet usage. If an inappropriate site is activated, an alert will be sent to the administration/designee.

Ahfachkee School reserves the right to inspect all devices and/or electronic files on campus and will take appropriate action where necessary. Electronic files, materials, or communications on student workstations or the school's systems are not confidential.

Any violation related to the Internet, school, and/or building network, school hardware, or software will result in withholding computer access and/or disciplinary action. A violation of the Internet Code or the abuse of a computer that is illegal, unsafe, or includes explicit material will be addressed as outlined in the Code of Conduct.

Lost and Found

A lost and found area is in the School Nurse's office.

Makeup Work

Students have two school days to complete makeup assignments for each day of the absence.

McKinney-Vento Homeless Education Assistance Act

The *McKinney-Vento Homeless Education Assistance Act* is Title IX, Part A, of the [Every Student Succeeds Act \(ESSA\)](#). This legislation ensures that children and youth experiencing homelessness have full and equal access to appropriate public education and that they experience success in school.

Multi-Tiered System of Supports Team (MTSS)/Response to Intervention (RTI)

The purpose of the Ahfachkee School MTSS-RTI is to identify students who have been experiencing instructional and/or behavioral difficulties. The team has many stakeholders and consists of the classroom teacher, instructional coaches, guidance counselor, ESE coordinator, and

parent(s)/guardian(s). The team engages in a process of identifying and defining the problem(s) using triangulated data which is based on formal & informal assessments, state assessments, and classroom observations. The team develops targeted interventions using research-based resources. Subsequent meetings are scheduled to assist in monitoring the effectiveness of the intervention and to ensure that the students are making adequate progress. MTSS referral forms are available from the Instructional Coaches.

Process of Appeals

Occasionally situations arise that are beyond the control of the student and that may warrant an exception from certain rules, procedures, or deadlines. Appeals are meant to address unusual circumstances. Every effort shall be made by school administrators and staff to resolve problems utilizing effective interventions and open communications. If a student or parent/guardian should so desire, they may request an informal conference with the Ahfachkee School Administration/designee to discuss any concerns.

Should the grievance not be resolved at the Ahfachkee School level, a student or parents/guardians may request in writing to submit an appeal to the Executive Administrative Office.

Please make sure that your child arrives before the start of the instructional day so that we can maximize class time.

Personal Property

The student assumes the risk of all personal property that is brought to Ahfachkee. Students are discouraged from bringing money and valuables to school unless it is related to an upcoming class or school field trip. Ahfachkee School cannot and does not assume responsibility for the care or protection of such property.

Pets and Animals

Ahfachkee administrative pre-approval is necessary for any animals that are brought onto the school campus. While every effort will be made to ensure the safety of all, Ahfachkee does not assume responsibility for the care or well-being of such animals brought or left on the school premises or for any injury to a student, school visitor, or staff member resulting from having an animal brought to Ahfachkee School. No dogs over 70 pounds are allowed on the school campus.

Playground

Playground rules are posted. Students should wear proper athletic shoes when using the playground. Playgrounds are for K-6 students and must be accompanied by a staff member.

Records Requests

K – 8th Grade Record Requests

Official written record requests must be received in order to release records for students in Kindergarten through the 8th grade. If authorized records need to be released quickly, unofficial student records may be picked up by the parent/guardian or faxed to another school. Official records will be mailed within seven days.

High School Transcript Requests

Official written transcript requests must be received to release records for high school students. If authorized records need to be released quickly, the parent/guardian or student can pick up unofficial copies. Sealed official copies can be made available but may or may not be viewed as official by the receiving school. If considering this option, check the policies at the receiving school. Please provide seven days to process requests.

School Meals

Breakfast and lunch will be available for Ahfachkee students free of charge. These meals are prepared according to healthy nutrition standards.

For the safety of your child, parents are required to provide notification, in the form of a doctor/nutritionist note, of any allergies (food or otherwise) dietary restrictions (i.e. lactose intolerance, vegetarian diets, wheat-free/gluten-free diets), traditional medicine, or other medical conditions; with written instructions for treatment should a child have an allergic reaction.

School Supplies

Students are expected to bring or have school supplies available daily. Although some classes may require special supplies, general supplies are as follows:

- Pencils
- Pens
- Loose-leaf paper and/or spiral notebooks

A recommended list of school supplies for all grades is available in the school office and online at www.seminolewarriors.net

School Uniforms

Uniforms are available for purchase at Ahfachkee School. Please get in touch with the school bookkeeper.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states:

“No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.”

In order to become eligible for services and protection from discrimination on the basis of a disability under Section 504, a student must be determined to have a physical or mental impairment that substantially limits one or more major life activities.

Possible Conditions Covered under a Section 504 Plan (non-inclusive)

- Attention-deficit/hyperactivity disorder
- Allergic reactions/asthma
- Cancer
- Cerebral palsy
- Communicable disease (e.g., hepatitis, tuberculosis)

- Depression
- Drug/alcohol addiction(in remission)
- Diabetes
- Eating disorder(e.g., anorexia, bulimia)
- Heart disease
- Hemophilia
- Post-traumatic stress syndrome
- Temporary conditions due to illness or accident

When to Consider Section 504 Plan Eligibility

- When a student returns to school after a serious illness or injury
- When a student exhibits signs of a chronic health condition
- When a parent requests a 504-eligibility evaluation or a 504 accommodation plan because of perceiving a handicap
- When a student is evaluated and is found not to qualify for Special Education services
- When substance abuse has been documented, treatment has been received, and the student is not currently using drugs or alcohol. Students who are currently using drugs or alcohol are not 504-eligible
- When a handicap of any kind is suspected

For more information on this program, please get in touch with the school nurse and/or the ESE Coordinator.

Student Entrance Age for Kindergarten

Children entering the kindergarten program must be five years of age on or before September 1st of the school year.

Skateboards, Scooters, Bicycles, and Skates

Skateboards, scooters, bicycles, and skates may not be used on school grounds to ensure the safety of all students.

Traditional Preservation Department

Ahfachkee School works in collaboration with the Traditional Preservation Department (“TPD”) of the Seminole Tribe of Florida (“STOF”) to ensure that the Seminole culture and language are infused throughout all aspects of the school. TPD staff members consult with the Ahfachkee administration and teachers for advice on the best practices for honoring the student’s culture in the classroom. We are fortunate to have a camp area on campus where students can experience firsthand traditional teachings.

The TPD’s essential focus is fostering the preservation of the Eláponke language. Its highest priority is creating a safe, open learning environment for students to practice and explore their cultural heritage.

Transportation

Personal

Student vehicles must be parked in their designated areas. Please remember that students riding ATVs, motorcycles, rhinos, golf carts, etc., to and from school who are 16 and over are strongly encouraged to wear helmets. Students who are 15 or younger are required to wear a helmet when operating an ATV. Students who transport themselves to Ahfachkee are strongly encouraged to adhere to all safety rules and speed limits. Ahfachkee is not responsible for the safety of students' vehicles that are brought on campus. Students who drive to Ahfachkee in a vehicle requiring a driver's license **must have a valid Florida driver's license and proof of insurance on file at the school office.** All vehicles that are driven to Ahfachkee by students are subject to search for illegal substances and weapons.

Bus

Ahfachkee School provides transportation to and from school and is responsible for your child's safety while riding the bus. It is the student's responsibility to always obey rules and regulations while on the school bus. To ensure on-time arrival, students are expected to be ready to board the bus when it arrives. Bus drivers cannot wait for students who are not ready to board. Students in grades K-5 will only be dropped off at destinations where an adult or older sibling can care for the child.

If a child cannot be dropped off and parent contact can not be made, the child will be returned to the school. If we cannot reach an emergency contact or family member, we will contact the Seminole Police Department.

Riding the bus is a privilege and can be denied to a student by the school administration for inappropriate behavior. If bus privileges are revoked, the parent or guardian will be responsible for transporting the child to and from school. Following a conference with the school administration, bus privileges may be restored.

Bus Rules

The rules all students must abide by when riding school transportation are below:

- Walk when getting on and off the bus.
- Always sit in your seat with your seat belt on.
- No food or drinks on the bus.
- Follow instructions the first time given.
- Use polite words and actions.
- Speak in level one voice.

Examples of inappropriate bus behavior include, but are not limited to, the following:

- Distracting the bus driver
- Graffiti/Vandalism
- Disobeying safety rules
- Littering
- Disruptive or disrespectful behavior
- Getting out of the seat when the bus is in motion
- Fighting or name-calling on the bus
- Eating or drinking on the bus
- Throwing objects

- Opening the emergency exit without the bus driver's permission

Riding the bus is a privilege and can be denied to a student by the school administration for inappropriate behavior. If bus privileges are revoked, the parent or guardian will be responsible for transporting the child to and from school. Following a conference with the school administration, bus privileges may be restored.

Textbooks

Textbooks are issued to the student at the beginning of the year. Students are expected to use care when handling their books. Students are instructed to write their names in the assigned area on the book's inside cover. Textbooks are numbered, and your child's teacher is responsible for keeping track of the issued textbooks. Students are responsible for their books' condition and their loss at the end of the school year.

Report cards and transcripts may be withheld until the cost of the missing or damaged textbooks is covered.

Virtual Learning

We will continue to use the Virtual Learning format when face-to-face instruction is not possible. Virtual Education guides are available to download and view on our website. www.seminolewarriors.net

Visitors

School visits should be arranged ahead of time with the school office. During instructional times, visiting students will not be allowed on campus. All visitors must check in using the Visitors Management System in the front office.

SECTION 2

Student Behavior and Discipline

Appropriate student behavior supports a safe and productive school climate. Misbehavior interrupts the purpose of the educational system and may prohibit Ahfachkee from reaching its goals as a safe and productive environment. Therefore, when misbehavior occurs, it must be addressed fluently, calmly, and consistently. Additionally, appropriate behavior must be reinforced in a systematic and continual way. When misbehavior is effectively addressed and when appropriate behavior is promoted, Ahfachkee's environment can become positive and productive.

Appropriate Behavior

Appropriate student behavior is behavior that supports a school climate that is safe, civil, and productive. Appropriate student behavior includes, but is not limited to the following: Physically, emotionally, and mentally respectful using safe words and actions to all staff, students, visitors, and school property as related to:

- Compliance and cooperation with adult requests, school and classroom rules, and expectations
- The right of all students to learn and the right of staff to teach.
- Dress and appearance that complies with the school dress code.
- Possession of a hall pass that is dated, timed, and signed by a staff member when not in an assigned classroom or assigned activity.
- Daily attendance at school, including on-time arrival to school and classes.
- Timely completion and submission of all assignments, including homework.
- Respecting school property such as textbooks, technology, furniture, and anything the school has identified as an asset.

All Ahfachkee School stakeholders should reinforce, promote, and recognize appropriate student behavior. Award ceremonies are scheduled, as follows, to recognize students for demonstration of appropriate behavior and accolades such as:

- Appropriate student behaviors: quarterly
- Excellence in athletics: per season
- Academic achievement: quarterly
- Recognition for Attendance: quarterly
- Student of the Month: Monthly

Individual classroom teachers and/or departments may often recognize students for behaviors that are more appropriate than the schedule reflects. Additional school-wide recognition may occur to support and maintain a positive school climate.

Students need to know what acceptable voice levels are during the day in the school setting. Classroom teachers review these voice levels with students. The staff at Ahfachkee follows the same guidelines. Voice levels guide students and staff in the amount of volume that is appropriate for a given setting.

Voice Level 0 – No Sound/Talking

Voice Level 1 – Whisper (no vocal cords)

Voice Level 2 – Quiet Conversational Voice

Voice Level 3 – Presentational Voice

Voice Level 4 – Outside Voice

Responsibilities of Students and Parents/Guardians

Students can expect to be taught and held accountable for procedures associated with Ahfachkee School's approach to building a safe and productive environment. Students are required to abide by the policies and procedures set forth in this handbook and other approved rules and regulations subject to such disciplinary action as school officials shall determine. Student responsibilities extend to transportation to and from Ahfachkee, and to all school-related activities on and off-campus. Parents/guardians are requested to read and review the handbook with their child supporting the commitment to a safe and productive educational environment.

Discipline Matrix

Students who receive referrals will also receive consequences. These consequences are based on the number of times an infraction has occurred and are outlined in the Disciple Matrix. The Discipline Matrix establishes guidelines for assessing consequences for violations of Ahfachkee School Policy.

Severe misconduct behaviors are outlined in the matrix below. Please refer to the matrix for more detailed information. Severe misconduct is an act that requires immediate administrative attention and written documentation, the involvement of the Seminole Police Department, and notification to the Executive Administrative Office. Students suspected, charged with, or convicted of a crime on or off-campus during a school function may be disciplined, suspended, or expelled. Severe misconduct may include, but is not limited to, the following:

- Assault, including fighting
- Possession or use of a weapon or explosive device, including replicas
- Bullying, intimidation, and harassment (including sexual, verbal, cyber, and/or physical)
- Tampering with alarms
- Indecent exposure
- Illegal possession, trading, selling, or using of drugs, alcohol, tobacco products, paraphernalia, and/or igniters
- Inappropriate technology usage

ALCOHOL	Minimum Consequences K-5	Minimum Consequences 6-12
Alcohol – Sale/ Attempted Sale/Consuming /Transmittal of Alcoholic Beverages. The person is caught in the act of selling/attempting to sell or transmitting alcoholic beverages. During an investigation, it was discovered another person sold/attempted to sell/transmitted alcohol. Alcohol consumption is prohibited.	<u>First Offense</u> Parent Conference/ Out of School Suspension for 5 days/ Notify EAO/ Notify SPD	<u>First Offense</u> Parent Conference/ Out of School Suspension for 10 days/ Notify EAO/ Notify SPD
	<u>Second Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD	<u>Second Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD
	<u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD	<u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD

	Minimum Consequences K-5	Minimum Consequences 6-12
Assault Threat - Low Level A threat that poses minimal risk to the victim and/or public safety is vague and indirect. The information contained within the threat is inconsistent, implausible, or lacks detail. The threat lacks realism, and the content suggests the person is unlikely or unable to carry it out. The contact must result in <u>no injury or harm</u> to the intended victim	<u>First Offense</u> Parent Conference/ Out of School Suspension for 3 days/ Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Out of School. Suspension – 5 days/ Notify EAO/ Notify SPD <u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD	<u>First Offense</u> Parent Conference/ Out of School Suspension for 5 days/ Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD <u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD
Battery	Minimum Consequences K-5	Minimum Consequences 6-12
Battery- Action and the intentional striking of another person against his/her will or the intentional causing of bodily harm.	<u>First Offense</u> Parent Conference/ Out of School Suspension for 3 days/ Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Out of School. Suspension - 5 days/	<u>First Offense</u> Parent Conference/ Out of School Suspension for 5 days/ Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD

	Notify EAO/ Notify SPD <u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD	<u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD
1. Battery on STOF employee The contact must be without provocation; 2. The contact must be intentional, rather than accidental or incidental; and The contact must be with the intent to cause physical harm to the person	<u>First Offense</u> Parent Conference/ Out of School Suspension for 5 days/ Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Out of School. Suspension – 10 days/ Notify EAO/ Notify SPD <u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD	<u>First Offense</u> Parent Conference/ Out of School Suspension for 10 days/ Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD <u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD
Bullying		
Bullying- Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or	<u>First Offense</u> Parent Conference/ Referral to Guidance/ Out of School Suspension 2days/ Notify EAO/ Notify SPD	<u>First Offense</u> Parent Conference/ Referral toGuidance/ Out of School Suspension 3 days/ Notify EAO/Notify SPD

<p>offensive environment; or unreasonably interfere with the individual's school performance or participation. The use of verbal, written or electronic statements to tease or express hurtful comments to be mean to another person(s). The incident must include <u>no more than two</u> of the following elements:</p> <ol style="list-style-type: none"> 1. Repeated behavior/name-calling 2. Imbalance of Power 3. Purposeful 	<p><u>Second Offense</u> Parent Conference/ Required In- School Counseling/ Out of SchoolSuspension 4 days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health</p> <p><u>Third Offense</u> Parent Conference/ Required In- School Counseling/ Out of SchoolSuspension 5 days/ Notify EAO/ Notify SPD/ Notify Center for Behavioral Health</p> <p><u>Subsequent Offenses</u> Parent Conference/ Out of SchoolSuspension 10 days/ Notify EAO/ Notify SPD/ Notify Center for Behavioral Health</p>	<p><u>Second Offense</u> Parent Conference/ Required In- School Counseling/ Out of SchoolSuspension 6 days/ Notify EAO/ Notify SPD/ Referral to Center forBehavioral Health</p> <p><u>Subsequent Offenses</u> Parent Conference/ Out of School Suspension 10 days/ Notify EAO/ Notify SPD/ Notify Center for Behavioral Health</p>	
<p>Cell Phone/Electronic Device Violation (Punitive Action Begin on 2nd Offense) The use of Wireless Communication Devices (including, but not limited to, cellular telephones, camera telephones, MP3 players, iPods, etc.) is banned during instructional time .(HB 379) The use of electronic devices (wireless or otherwise) to possess, display or transmit offensive images, images that depict nudity or sexual content, video other images of people which violates</p>	<p><u>First Offense</u> Parent notification, verbal warning. Confiscation, and returned at the end of the school day.</p> <p><u>Second Offense</u> Parent notification, Confiscation/3 day external suspension. The device held for Student Pickup at the end of the day</p> <p><u>Third Offense</u> Parent notification, Confiscation/5 day external suspension.</p>	<p><u>First Offense</u> Parent notification, Confiscation/1 day external suspension Device held for Student Pickup at end of day</p> <p><u>Second Offense</u> Parent notification, Confiscation/3 day external suspension Device held for Student Pickup at end of day</p> <p><u>Third Offense</u> Parent notification, Confiscation/10 day external suspension. Device held for</p>	

reasonable expectations of privacy.	Device held for parent pickup at end of day	parent pickup at end of day.
DEFIANCE OF AUTHORITY	Minimum Consequences K-5	Minimum Consequences 6-12
1. Disobeying or disregarding school personnel or school rules.	<p><u>First Offense</u> Parent notification, verbal warning, and detention.</p> <p><u>Second Offense</u> Parent/teacher conference. Behavior Contract. In-School Suspension or Out-of-School Suspension (minimum: 1 day)</p> <p><u>Third Offense</u> Parent/teacher conference. In-School Suspension or Out-of-School Suspension (minimum: 2 days)</p> <p>The principal or principal's designee may assign a more severe punishment based on the offense.</p>	<p><u>First Offense</u> Parent notification, verbal warning, and detention.</p> <p><u>Second Offense</u> Parent/teacher conference. Behavior Contract. In-School Suspension or Out-of-School Suspension (minimum: 1 day)</p> <p><u>Third Offense</u> Parent/teacher conference. In-School Suspension or Out-of-School Suspension (minimum: 2 days)</p> <p>The principal or principal's designee may assign a more severe punishment on the first, second, and third offense up to and including expulsion, based</p>

		On the severity of the offense.
Dress Code – Any violation of Dress Code Page 15.	<p>First/Second Offense K – 2nd Grade: Parent Contact/ Verbal Warning/ Dress Code Policy sent home 3rd – 5th: Lunch Detention/ Verbal Warning/ Parent Contact/ Dress Code Policy sent home</p> <p><u>Subsequent Offense</u> Parent Conference/ Parents bring dress-code compliant clothing or student goes home to change and return dressed compliant</p>	<p>First/Second Offense Lunch Detention/ Parent Contact/ Verbal Warning/ DressCode Policy sent home</p> <p><u>Subsequent Offense</u> Parent Conference/ Parents bring dress-code compliant clothing or student goes home to change and return dressed compliant</p>
<p>Drug – Use/Possession of Leaf Marijuana, CBD/THC vape pen, and or CBD/THC edibles. Any equipment, product, or material of any kind, which is used, intended for use, or designed for use by ingesting, inhaling, or otherwise introducing and/or causing a chemical, substance, or drug to be entered into the human body.</p> <p>Possession of leaf marijuana/cannabis/THC/CBD with intent to sell /distribute/transmit. It must include evidence that proves there was intent/attempt to sell/distribute/transmit the product or that a transaction has or is about to occur. Possession of Vape pen that contains CBD or THC.</p>	<p><u>First Offense</u> Parent Conference/ Out of School Suspension for 5 days/ Notify EAO/ Notify SPD</p> <p><u>Second Offense</u> Parent Conference/ Out of School. Suspension – 10 days/ Notify EAO/ Notify SPD</p> <p><u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD</p>	<p><u>First Offense</u> Parent Conference/ Out of School Suspension for 10 days/ Notify EAO/ Notify SPD</p> <p><u>Second Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD</p> <p><u>Third Offense</u> Parent Conference/ Out of School. Suspension - 10 days/ Notify EAO/ Notify SPD</p>

DRUGS/ UNAUTHORIZED SUBSTANCES	Minimum Consequences K-5	Minimum Consequences 6-12
<p>1. Over-the-counter medication or supplement, including aspirin, possessing, accepting, or dispensing.</p> <p>2. Drug possession of unauthorized substances other than topical for which the student has a valid prescription, but does not have a valid care plan allowing him/her to carry the medication on their person; i.e. Inhaler, epi-pen, insulin, etc.</p> <p>3. Dispensing prescription medication to another student</p>	<p><u>First Offense</u> Warning/parent notification/ confiscation/ Notify EAO's office</p> <p><u>Second Offense</u> Warning/parent notification/ confiscation/ Notify EAO's office</p> <p><u>First Offense</u> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 3 days</p> <p><u>Second Offense</u> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 9 days/ Referral to Center for Behavioral Health Services</p> <p><u>First Offense</u> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 3 days</p> <p><u>Second Offense</u> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 10 days/ Referral to Center for Behavioral Health</p>	<p><u>First Offense</u> Warning/parent notification/ confiscation/ Notify EAO's office</p> <p><u>Second Offense</u> Warning/parent notification/ confiscation/ Notify EAO's office</p> <p><u>First Offense</u> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 5 days</p> <p><u>Second Offense</u> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 9 days/ Referral to Center for Behavioral Health Services</p> <p><u>First Offense</u> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 4 days</p> <p><u>Second Offense</u> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 10 days/ Referral to Center for Behavioral Health</p>

<p>4. Tobacco and Electronic Cigarettes (This refers to all forms of tobacco, including smokeless tobacco. This also refers to all forms of electronic cigarettes.)</p>	<p>Services <u>First Offense</u> Parent Conference/ Out of School Suspension for 3 days/ Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Confiscation/Referral to Behavioral Health Services/ Out of School Suspension/ 5 days Notify EAO/ Notify SPD <u>Third Offense</u> Out of School Suspension/ 10 days</p>	<p>Services <u>First Offense</u> Parent Conference/ Confiscation/ Referral to Center for Behavioral Health/ Out of School Suspension 3 Days/ Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Confiscation/ Referral to Center for Behavioral Health /Out of School Suspension 10 Days/ Notify EAO/ Notify SPD <u>Third Offense</u> Out of School Suspension up to 10 days</p>
<p>False Accusation Against School Staff Intentionally making a false accusation against a member of the school staff could jeopardize the employee's employment, professional reputation, or certification.</p>	<p><u>First Offense</u> Parent notification, verbal warning, and detention. <u>Second Offense</u> Parent/teacher conference. Behavior Contract. Out-of-School Suspension (1 day) <u>Third Offense</u> Parent/teacher conference. Out-of-School Suspension (minimum: 3 days) The principal or principal's designee may assign a more severe punishment based on the offense.</p>	<p><u>First Offense</u> Parent notification, verbal warning, and detention. <u>Second Offense</u> Parent/teacher conference. Behavior Contract. Out-of-School Suspension (3 days) <u>Third Offense</u> Parent/teacher conference. In-School Suspension or Out-of-School Suspension (minimum: 5 days) The principal or principal's designee may assign a more severe punishment on the first, second, and third offense up to and including expulsion, based on the severity of offense.</p>

<p>Harassment Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that:</p> <ol style="list-style-type: none"> 1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property; 2. Has the effect of substantially interfering with a student's educational performance; opportunities, or benefits; or <p>Has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.</p>	<p><u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 1 day</p> <p><u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 5 days</p> <p><u>Third Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 10 days</p>	<p><u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 1 day</p> <p><u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 5 days</p> <p><u>Third Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 10 days</p>
<p>Leaving School Grounds Without Permission Unauthorized leaving of the school grounds.</p>	<p><u>First Offense</u> Parent notification, verbal warning, and detention.</p> <p><u>Second Offense</u> Parent/teacher conference. Behavior Contract. In-School Suspension or Out-of-School Suspension (minimum: 1 day)</p> <p><u>Third Offense</u> Parent/teacher conference. In-School Suspension or Out-of-</p>	<p><u>First Offense</u> Parent notification, verbal warning, and detention.</p> <p><u>Second Offense</u> Parent/teacher conference. Behavior Contract. In-School Suspension or Out-of-School Suspension (minimum: 1 day)</p> <p><u>Third Offense</u> Parent/teacher conference. In-School Suspension or Out-of-</p>

	School Suspension (minimum: 2 days)	School Suspension (minimum: 2days) The principal or principal's designee may assign a more severe punishment on the first,second, and third offense up toand including expulsion, based on the severity of the offense.
Out of Assigned Area Out of the assigned area without permission and/or in a restricted access area without permission.	<u>First Offense</u> Parent Conference/ Verbal Warning <u>Second Offense</u> Parent Conference/ School Specific Consequence (Loss of privileges)	<u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 1 day <u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 2 days
Profanity (Insulting/Obscene Language) Use of insulting, abusive, profane, obscene, or vulgar language in any form (verbal, written, or gesture). This includes, racially or sexually offensive conduct that does not have the potential to escalate into a disruption on campus or substantial disruption of the learning environment.	<u>First Offense</u> Parent Conference/ Verbal Warning <u>Second Offense</u> Parent Conference/ School Specific Consequence (Loss of privileges)	<u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 1 day <u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 1- 2 days

Profanity Directed Towards Staff Member Use of insulting, abusive, profane, obscene or vulgar language or conduct in any form (verbal, written, or gesture) directed toward an employee of the The Seminole Tribe of Florida	<u>First Offense</u> Parent Conference/ Verbal Warning <u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 3 days	<u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension for 3 days <u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 5 days
Robbery or Attempted Robbery Using force to take or attempting to take anything of value that is owned by another person or organization under confrontational circumstances of force, the threat of force or violence, and/or by putting the victim in fear.	<u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 1 day <u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 3-5 days	<u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 3 day <u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 5 days
Sexting	Minimum Consequences K-5	Minimum Consequences 6-12
Sexting Knowingly using a computer or any other device capable of electronic data transmission or distribution to transmit or distribute to another minor/student any photograph or video that depicts nudity, as defined in F.S. §847.001(9).	<u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 3 day <u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 5 days <u>Third Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 10 days	<u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 3 day <u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 5 days <u>Third Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 10 days

<p>Sexual Assault An incident that includes a threat of: rape, fondling, indecent liberties, and child molestation. Both male and female students can be victims of sexual assault. The threat must include all of the following elements:</p> <ol style="list-style-type: none"> 1. Intent; 2. Fear; and <p>Capability: Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation</p>	<p><u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 10 days. EAO, SPD CBH notified.</p> <p><u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 10 days EAO, SPD CBH notified.</p> <p><u>Third Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension. EAO, SPD CBH notified.</p>	<p><u>First Offense</u> Parent Conference/ Refer to Guidance/ Verbal Warning/ Out of School Suspension up to 10 days. EAO, SPD CBH notified.</p> <p><u>Second Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension 10 days EAO, SPD CBH notified.</p> <p><u>Third Offense</u> Parent Conference/ Notify Guidance/ Behavior Contract/ Out of School Suspension Expulsion EAO, SPD CBH notified.</p>
<p>Sexual Harassment: - Lewd and lascivious conduct. Any person who handles, fondles, or demonstrates unwelcome conduct of a sexual nature.</p> <p>a. Conduct of a sexual nature may include verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a</p>	<p><u>First Offense</u> Parent contact/ Behavior Contract/ In-School Suspension 1 – 2 Days/ Notify EAO/ Referral to Guidance</p> <p><u>Second Offense</u> Parent contact/ RtI Referral/ Attendance-Behavior Contract/ Out of School Suspension 10 Days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health Services</p> <p><u>Additional Offenses</u> Out of School Suspension</p>	<p><u>First Offense</u> Parent contact/ RtI Referral/ Guidance Referral/ Out of School Suspension 10 Days/ Notify EAO/Notify SPD/ Referral to Center for Behavioral Health Services</p> <p><u>Subsequent Offenses</u> Parent contact/ RtI Referral/ Guidance Referral/ Out of School Suspension 10 Days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health Services</p>

<p>sexual nature; sexually oriented kidding, teasing, or jokes. Such conduct by a student is specifically prohibited.</p> <p>b. Verbal or physical conduct of a sexual nature will constitute sexual harassment where the allegedly harassed individual has indicated, by his/her conduct, that it is unwelcome.</p> <p>c. All victims of sexual harassment are required to report such activity to an administrator, guidance counselor, or teacher.</p> <p>Possession and/or distribution of pornographic materials.</p>			
<p>Technology (Illegal use of Computers or Networks) The illegal use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying or destroying files/records without permission, illegally copying software, entering, distributing or printing unauthorized</p>	<p>First Offense Parent Conference/ Out of School Suspension for 1 days/ Notify EAO/ Notify SPD</p> <p><u>Second Offense</u> Parent Conference/ Out of School.</p>	<p>First Offense Parent Conference/ Out of School Suspension for 3 days/Restitution Notify EAO/ Notify SPD</p> <p><u>Second Offense</u> Parent Conference/ Out of School. Suspension – 5</p>	

files/records, and any other misuse or violation GoGuardian is installed to monitor student Internet website access.	Suspension - 5days/ Notify EAO/ Notify SPD <u>Third Offense</u> Parent Conference/ Out of School. Suspension – 10 days/ Notify EAO/ Notify SPD	days/ Restitution Notify EAO/ Notify SPD <u>Third Offense</u> Parent Conference/ Out of School. Suspension – 10 days/ Restitution Notify EAO/ Notify SPD
Vandalism / Damage to Property The destruction, damage, property, without the consent of the owner or the person having custody or defacement of public or private/personal or control of such property resulting in damage	<u>First Offense</u> Parent Conference/ Out of School Suspension for 2 days/Restitution Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Out of School. Suspension – 4 days/ Restitution Notify EAO/ Notify SPD <u>Third Offense</u> Parent Conference/ Out of School. Suspension – 10 days/ Restitution Notify EAO/ Notify SPD	<u>First Offense</u> Parent Conference/ Out of School Suspension for 2 days/Restitution Notify EAO/ Notify SPD <u>Second Offense</u> Parent Conference/ Out of School. Suspension – 4 days/ Restitution Notify EAO/ Notify SPD <u>Third Offense</u> Parent Conference/ Out of School. Suspension – 10 days/ Restitution Notify EAO/ Notify SPD
WEAPONS Firearms/Knives/Other Dangerous Objects		
1. Firearms and Destructive Devices: Any weapon (operable or inoperable, loaded or unloaded) which	<u>Any Offense</u> Parent Contact/ Confiscation/ Notify EAO/ Notify SPD/ Out of School Suspension for 10	<u>Any Offense</u> Parent Contact/ Confiscation/ Out of School Suspension for 10 days/ Notify SPD/ Notify EAO

<p>will, is designed to, or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any such weapon; any firearm silencer; any destructive device; or any machine gun. Examples include, but are not limited to: handgun, starter gun, zip gun, pistol, shotgun, rifle, bomb, pipe bomb, grenade and/or missile.</p> <p>2. Weapons: Any dirk, metallic knuckles, slingshot, billy, tear gasgun, chemical weapon or device, electric weapon, or other device that can be used to inflict physical harm on another</p> <p>3. Dangerous Objects: BB guns, air guns, paintball guns, pellet guns, and martial arts weapons.</p> <p>4. Toy that resembles a real weapon.</p> <p>5. Knives: Knives or objects that can be used to cut, including but not limited to, razor</p>	<p>days</p>	
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blade, box cutter, or knife. 6. Hazardous Items: Items including, but not limited to: mace, chemicals and other objects used to threaten, intimidate, or cause a disruption. Contraband: Potentially harmful object including but not limited to cigarettes lighter, lighter fluid, laser pointers and fireworks.		
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Dispute Resolution

Any student who violates a rule can expect to receive appropriate consequences for his/her actions as determined by the Discipline Matrix; school administrators and staff shall make every effort to resolve problems utilizing effective interventions and open communication. If a parent/guardian desires, they may request an informal conference concerning the discipline with the Ahfachkee School Principal/designee.

Suspended students are entitled to follow the Process of Appeals if an agreement cannot be reached. These rights include the opportunity to review the investigation findings into the incident leading to the suspension and a chance to respond to the findings. Should the grievance not be resolved at the Ahfachkee School level, a student or parents may proceed to the executive Administrative Office (EAO).

Electronic Devices/Cell Phones

Cell phones and any electronic devices (iPods, video games, etc.) must be turned off during school hours and stored unless otherwise directed by a staff member for an approved activity. All electronic devices are to be stored in the student's book bag or an area designated by the classroom teacher. See Discipline Matrix page 31

The student assumes the risk of all personal property brought to school. The school cannot and does not assume responsibility for the care or protection of such property. Students who are discovered with any electronic device that is in use or powered on may be subject to the following corrective actions:

Headphone usage is only allowed during instructional time with teacher permission.

1st offense: Warning

2nd offense: Device confiscated and turned in to administration. Students can pick up the device from the office at the end of the day.

3rd offense: Device confiscated and turned in to administration. Referral generated by the teacher, Parent contact, and Student/Parent conference. A parent can pick up the device from the administration.

Emergency Expulsion

An emergency expulsion is a temporary suspension until all information has been gathered and an informed decision can be rendered. Upon completion of the investigation, the expulsion can be downgraded or upheld.

In-School Suspension (“ISS”)

An in-school suspension may be used to separate a student from peer contact by placing the student in a supervised area separate from other students.

Internet Usage

Ahfachkee School firmly believes that the valuable information and interaction available on the Internet far outweigh the possibility that users may procure material inconsistent with the school's educational goals.

Students and parents should be aware that, as with any school property or activity, inappropriate use of the internet connection, school network, or an individual workstation is prohibited. Examples of inappropriate behavior include accessing, downloading, and/or distributing inappropriate materials, materials that belong to another person, vandalism, or any other use incompatible with school or individual school policies.

Ahfachkee School reserves the right to inspect all devices and electronic files on campus and will take appropriate action where necessary. Electronic files, materials, or communications on student workstations or the school's systems are not confidential.

Any violation related to the internet, school, or building network school hardware or software will result in withholding computer access and disciplinary action. A violation of the Internet Code or abusing a computer that is illegal, unsafe, or includes explicit material will be addressed as outlined in the Code of Conduct.

Public Display of Affection

Ahfachkee School recognizes that genuine feelings of affection may exist between students. However, being overly affectionate in school is not in good taste and will not be allowed. There is a difference between casual demonstrations of affection and contact of a sexual nature, which is inappropriate. Students should avoid inappropriate, intimate behaviors on campus or at school-related events & activities.

Lewd and/or inappropriate Public Displays of Affection, such as kissing, touching, etc., will not be tolerated and result in a parent/guardian meeting and possible suspension if inappropriate behavior continues after being warned. Expressing affection toward others is personal between two individuals and not for others surrounding them.

Safe and Civil Schools/School Positive Behavior Plan

Ahfachkee School follows the behavior management philosophy as defined by Safe and Civil Schools.

All students must be treated with dignity and respect.

Students should be taught the skills and behaviors necessary for success.

Motivation and responsibility should be encouraged through positive interactions and building relationships with students.

Student misbehavior represents a teaching opportunity.

The components of the Safe and Civil Schools systems listed below are expected to be posted, taught, and utilized in all grade levels and classrooms.

Sleeping in School

Students are not permitted to sleep in class or during other school functions. Continual attempts to sleep in class will result in parent contact, a referral to the guidance department, and a referral to the school nurse. It may result in a recommendation that the child is sent for a health physical or drug/alcohol assessment. Students who are inappropriately sleeping at school may be sent home.

SECTION 3 Student Attendance

Ahfachkee School maintains an attendance response plan for all students regardless of Tribal affiliation and strives to achieve an average daily attendance of 97% or better. All students are expected to attend school and pursue the educational opportunities and challenges presented to them. Success in school is greatly affected by attendance and punctuality. Students who are absent from their classes fall behind in their required coursework. Absent students miss lectures, group projects, audiovisual presentations, labs, and demonstrations in each class. Students who are frequently absent may receive a failing grade. Students must regularly attend Ahfachkee School.

Absenteeism Calculation

The following formulas will be used to calculate the number of days absent.

- K-6th Grades: The sum of the student's AM and PM absences will be divided by two, resulting in total absences.
- 7th – 12th Grades: The sum of the students' course absences will be divided by seven, resulting in total absences.

The total number of absences will determine a student's absentee rate. The total number of unexcused absences will be used when reporting to the STOF Truancy Committee. Students must attend 50% of their classes not to be marked absent.

Attendance Hotline

If your child is absent, please call the main school number, 863-983-6348, to leave a message on the attendance hotline or email at Ahfachkeeoffice@semtribe.com. To ensure your absences are

appropriately documented, please include the following information in your message: your name, child's name, grade, date of absence, times of absence (if the absence will not be for the full day), and reason for absence.

Written documents for excused absences must be submitted within five school days of the absence. A student absent for three (3) or more consecutive days must submit a written note from an official source (clinic, court, etc.).

Students may be asked to submit additional documentation from official sources for excessive absences.

Excused Absences

Absences for the following reasons will be excused.

- Illness of the student
- Death in student's family or student's Clan
- Corn Dance
 - i. Students are afforded a maximum of four (4) days for Corn Dance participation.
 - ii. Participation in one Corn Dance per year per student may be excused.
- Required court appearance or subpoena by a law enforcement agency
- Scheduled medical or dental appointments.
- Students having or suspected of having a communicable disease or infection
- Exceptional Circumstances-Family Emergency (birth of a sibling, family wedding, flat tire on the way to school, etc.)
- Special Events (Cultural Events, Competitions, etc.)
 - i. The school must be notified at least five (5) days before the event
- STOF Education Department sponsored field trips
 - i. The student must notify the school and obtain authorization from the STOF Education Department at least five (5) days before the event.

Minimum Required Attendance

Per 25 CFR § 36.31 – Standard XI: A student who has not been in attendance a minimum of 160 instructional days per academic term or 80 instructional days per semester without a written excused absence shall not be promoted. Tribal Council or a school committee may review a promotion decision and, if warranted due to compelling and/or extenuating circumstances, rescind in writing such action on a case-by-case basis.

Tardiness

Students should be in their classrooms before the start of class. For an excused tardiness, please get in touch with the front office when there is an unusual circumstance or emergency.

Multiple first-period unexcused tardies are compiled and counted as unexcused absences. Five (5) unexcused tardies will result in one unexcused absence.

ISEP Withdrawal

Per Title 25, Chapter I, Subchapter E, Part 39 ISEP §39.210, the Bureau of Indian Education requires a mandatory withdrawal on the 10th consecutive day of absences. Re-admission after an ISEP withdrawal may be denied. Families seeking consideration for re-admittance must seek a conference with the school administration to begin the process.

Truancy Policy of the Seminole Tribe of Florida

The Seminole Tribe of Florida values academic excellence and quality education that will lend to well-rounded Tribal members. Student absenteeism can lead to low academic achievement and school dropout. The Truancy Policy herein applies to all enrolled Tribal member students and applies to public school, private school, charter schools, home education, GED program, treatment programs, and all other educational settings or institutions.

Defined Terms:

1. **STOF Truant**—A student who has five (5) unexcused absences within a calendar month or ten (10) unexcused absences within a school year. A school, K-12 advisor, or other sources will refer the truant student to Truancy for a truancy referral.

2. **Excused Absence** – Students must be in attendance unless excused for one of the reasons listed:

- Illness of the student
- Death in student's family or student's clan
- Required court appearance or subpoena by law enforcement agency
- Scheduled medical or dental appointment
- Students having or suspected of having a communicable disease or infestation
- Special events, including Corn Dance
 - i. The student must notify the school and obtain authorization from the STOF Education Department at least five (5) school days before the event.
 - ii. Students are afforded a maximum of four (4) days for Corn Dance participation.
 - iii. Corn Dance participation is limited to one per student per year.
- STOF Education Department sponsored field trips

3. **Unexcused Absence** – Any absence other than those above. A parent may write no more than five (5) notes to excuse absences each year.

***Please note **1 Absence = 360 minutes** of early removal from school.

4. **Tardy** – is recorded when students are late for school. Multiple tardies are compiled and tabulated as unexcused absences.

Student Attendance – once referred to Truancy.

- The K-12 Advisor will closely monitor the student's attendance, discuss attendance issues with the parent/legal guardian, and collect any documentation supporting an absence.
- Upon the tenth (10th) unexcused absence, the K-12 Advisor will create a Truancy Referral.
Note: Five (5) tardies will result in one unexcused absence.
- Absences with a parent note will be limited to five (5) parent notes per school year.
- Upon the 3rd consecutive school day of absences due to illness, the parent/legal guardian must present a certified medical note to the school. A copy of the certified medical note

must be submitted to the K-12 Advisor within five (5) school days.

- A signed notification from the parent/legal guardian is required in the event of absences due to a death in the immediate family and/or Clan and must be submitted to the K-12 Advisor within five (5) school days of occurrence. (A maximum of four (4) days of absence will be excused for death in the family or Clan.)
- Failure to provide medical notes to the school and/or the K-12 advisor within the required five (5) school days will result in the absence being deemed unexcused.
- A notarized letter from an attorney or copy of a subpoena must be provided to the K-12 Advisor for absences due to a court appearance within five (5) school days of the appearance.
- A student with ten (10) or more unexcused absences within a school year will not be eligible for any scholarship the STOF Education Department provides.
- If truancy issues continue, a referral will be sent to the appropriate STOF Department for additional assistance.
- Students receiving a STOF private school scholarship must adhere to attendance guidelines and truancy policies and procedures regardless of age.
- Students attending a public school, private school, charter school, home education, or treatment program must adhere to attendance guidelines and truancy policies and procedures regardless of age.

***Note:** The student's primary institution's policy must meet standards no less stringent than those stated within the STOF Education Truancy policy. If the institution's policy is less stringent than the Tribe's Truancy policy, the Tribe's Truancy policy will supersede and prevail.*

Additional information about the STOF Truancy Policy is available by contacting your local K-12 Advisor or at <https://www.seminoleeducation.com/>.

SECTION 4

Academics, Pupil Progress Plan, and Monitoring Progress

Ahfachkee School strives to educate students with a challenging and rigorous curriculum that prepares students for high school graduation and post-secondary endeavors.

NASIS PORTAL-Infinity Campus Student Information System

Ahfachkee School uses "NASIS" to record student data. Parents/Guardians are encouraged to use the NASIS Parent Portal online or the Infinite Campus Mobile App on their phones to access all their children's information through one account. Through these, parents can view the most current

record of their children's schedules, attendance, immunizations, missing assignments, and grades. Student NASIS accounts can be created to allow students to access their individual records. For more information about accessing your portal account, contact the Ahfachkee School office.

Grading Scale

Kindergarten through 1st Grade

The kindergarten through 1st Grade progress reports and report cards are standards-based and will report students' marks in courses as follows. The following codes will be used on progress reports and report cards by the teachers as a measure of the student's developmental and academic achievement:

1	<i>Has mastered the skill(s) independently</i>
2	<i>Is learning a skill(s) with assistance</i>
3	<i>Area(s) of concern</i>
4	<i>Not applicable</i>

Grading Scale for 2nd through 12th Grade:

The standardized 2nd -12th Grades transcripts, progress reports, and report cards will report the grades earned by students in courses as follows. The following letter grades will be used on progress reports and reports and report cards by the teachers as a measure of the student's academic achievement:

A	4.0	C+	2.3	F	0.0
A-	3.7	C	2.0	P	Pass – performing at an acceptable level on a pass/fail basis
B+	3.3	C-	1.7	NC	No Credit Granted
B	3.0	D+	1.3	INC	Incomplete – grade becomes an “F” if work is not completed by the end of the next semester
B-	2.7	D	1.0		

Progress Reports and Report Cards

Progress reports will be distributed in the middle of each quarter, approximately every 4½ weeks. Parents/guardians are welcome to contact their child's teacher about academic progress at any time. Report cards will be given to parents/guardians during Parent/Teacher Conferences, which are held at the end of the first three grading periods. The fourth-quarter report card will be distributed on the last day of school.

Elementary School Progression

For a student to be promoted to the next grade, they must successfully complete the promotion criteria for their grade level. See Pupil Progression Plan.

Kindergarten – 5th Grades Core Courses

- English Language Arts/Reading
- Math
- Science
- Social Studies, which includes Seminole Culture
- Physical Education

Middle School Course Progression

For a student to be promoted to the next grade, they must complete the promotion criteria for their grade level. Promotion from Grade 8 to Grade 9 requires that students complete three years of middle school level or higher courses, as specified, in the following areas:

- ELA
- Mathematics
- Science
- Social Studies (One course must be Civics Education, which has an End of Course Assessment (EOC) that will constitute 30 percent of the final course grade.

Middle School students are required to take one semester of Physical Education each year during grades 6-8. This requirement shall be considered waived if:

- The student is in a remedial course.
- The student participated in physical activity outside of the school equal to or in excess of the requirement.
- The parent requests an optional elective.

High School Course Progression

The recommended Course Progression for Ahfachkee High School students is as follows:

High School	Suggested Course Progression
9 th Grade	English I – Core Algebra I or Liberal Arts Math 1 Core Marine Science – Core World Cultural Geography – Core Intensive Reading – Elective Intensive Math – Elective HOPE – Core Elective
10 th Grade	English II - Core Geometry or Algebra 1 - Core Biology - Core Intensive Reading (if needed) -Elective Intensive Math (if needed) -Elective Elective Elective
11 th Grade	English III – Core Algebra II – Core Physical Science – Core American History – Core Intensive Reading (if needed) – Elective Intensive Math (if needed) – Elective Elective
12 th Grade	English IV - Core Math - Core American Government/Economics - Core Intensive Reading (if needed) Elective Intensive Math (if needed) -Elective Elective Elective

High School Class Standing

Students in High School accumulate credits toward graduation, which determine their official class standing see Pupil Progression Plan for detailed information.

Graduation Progress Report Meetings

Parents of 9th through 12th-grade students will be invited to a parent conference each semester updating them on the progress of their child towards graduation. This meeting will address the five graduation requirements, which are credits, GPA, community service hours, online course completion and testing requirements.

Graduation Requirements

Students Entering Grade 9 in 2015-2016 and after:

4 Credits English/ELA
<ul style="list-style-type: none"> To graduate with a standard diploma, a student must pass the statewide, standardized grade 10 ELA assessment or earn a Concordant score.
4 Credits Mathematics – see Mathematics Progression in Appendix
<ul style="list-style-type: none"> One credit must be Algebra I, and one credit must be Geometry A student who takes Algebra I must pass Algebra I EOC assessment, the Geometry EOC, or earn a comparative score, in earn a standard high school diploma. The EOC results constitute 30 percent of a student's final course grade* A student who takes Geometry must take the Geometry EOC assessment. The EOC results constitute 30 percent of a student's final course grade* A student must pass the statewide, standardized Algebra 1 EOC diploma or other math exit exam as defined by the State of Florida or earn an acceptable concordant score to obtain a standard diploma
3 Credits Science
<ul style="list-style-type: none"> One credit must be Biology I, and two credits must be equally rigorous science courses Two of the three required credits must have a laboratory component A Biology I student must take the Biology I EOC assessment. The EOC results constitute 30 percent of a student's final course grade*
3 Credits Social Studies
<ul style="list-style-type: none"> One credit in World History One credit in U.S. History A student who takes U.S. History must take the EOC assessment. The EOC results constitute 30 percent of a student's final course grade* One-half credit in U.S. Government One-half credit in Economics, which must include financial literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
<ul style="list-style-type: none"> Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd.
1 Credit Physical Education •To include the integration of health.
8 Elective Credits
1 Online Course
* Exception: If the state EOCs in Algebra, Geometry, Biology, Geometry, Civics, and US

History are not administered due to a pandemic or natural disaster, the requirement for the EOC to be 30% of the final grade may be waived by the Florida Department of Education (FDOE)

Graduation Cohort

A student's cohort is based on the year the student first enters 9th grade. That group will be identified by the year that the group is scheduled to graduate high school. (For example, the new 9th-grade class entering in August 2024 will be recognized as the Cohort of 2028.) Students are expected to work towards their cohort graduation date. Twice yearly, graduation progress report meetings are scheduled for students and parents to review a student's progress toward graduation. At these meetings, a 'off-cohort' student will collaborate on a plan to rejoin his/her cohort.

Graduation Ceremony Eligibility Requirement

A student is eligible to participate in the graduation ceremony when the following are completed:

- 2.0 or higher GPA
- Completion of the requisite number of community service hours
- Completion of the 24 required credits
- Passing score or higher on required assessments

Note: Students waiting for the outcome of a required assessment may participate in the ceremony. The diploma will be issued once a passing score has been achieved.

Graduation Ceremonies

Students are expected to adhere to school policies. Graduation ceremonies will be conducted in the following manner:

- Each graduate must participate in the graduation ceremony rehearsal.
- Caps and gowns must be worn properly, as designated by the school administration.
- Students who participate will be expected to use good taste in choosing accessories for their attire.
- Each student who participates will be expected to cooperate with the graduation planning committee and to participate in all parts of the graduation ceremonies.
- Failure to comply with the above requirements may result in a student forfeiting the privilege of participating in the graduation ceremony.

Graduation Rate

Ahfachkee School's graduation rate is determined by the number of students in each cohort who receive a standard diploma within four years. This number is divided by the total number of students who began in the cohort in 9th grade and is adjusted for students who transfer in or out of Ahfachkee during the four years.

Senior Activities

Students on track to complete their graduation plan within the same calendar year may participate in all spring Senior Activities for which they meet the eligibility criteria: senior events, trips, photos, yearbook pages, etc.

Community Service

The purpose of the community service program is to provide all high school students the opportunity to positively impact our local community while learning that service to others is an ongoing part of life. The hours will be documented and signed at the place of service. Transfer students may request their community service hours from their prior school. Class of 2021 and beyond: 40 hours of Community Service is required.

Grade Forgiveness

Students are eligible to receive grade forgiveness by the procedures set forth by the State of Florida to increase their high school GPA. Please speak with the Guidance Counselor to seek information regarding eligibility criteria.

Makeup Assignments

Students have two days to submit makeup assignments for each day absent. The determination of a student's eligibility to receive makeup work, mainly when issued after the close of a quarter, will be made in collaboration between the classroom teacher and school administration.

School-Wide testing

Ahfachkee School monitors and measures student academic growth in several ways. Parents are encouraged to review and discuss their child's assessment data with teachers.

Progress Monitoring

All Ahfachkee School students are involved in ongoing assessments in core academic areas to ensure ongoing academic growth. Students' progress in reading and math will be monitored based on the beginning-of-the-year benchmark assessments. Data derived from these assessments will assist teachers in developing instructional planning that specifically targets a student's academic needs.

Benchmark Testing

Ahfachkee School students participate in benchmark testing to ensure academic progress and growth in reading and math three times a year. Assessments are given at the year's beginning, middle, and end. The results of these assessments are used to determine the resources needed to remediate or enrich student performance.

Florida Standardized Testing

The *Florida Assessment of Student Thinking* (FAST), Florida State Alternative Assessment, and End of Course exams measure student success on Florida State Standards and Florida Access Points. These include assessments in English Language Arts in grade, English Language Arts with a Writing Component in grades 4-10, Mathematics in grades 3-8, Algebra I, and Geometry. Florida Standardized testing will start with the 2022-2023 school year. The state will implement a new education assessment law that measures student progress throughout the year through three tests,

including a comprehensive final test in May.

College Preparatory Testing

Students in grades 10 or higher can take the PSAT, a formally administered college entrance practice exam. Students will have the opportunity to take the SAT and/or ACT college entrance exams. For more detailed information, please see the guidance counselor.

GRADES 6-8	
Student fails ONE core* course based on annual grade.	Conditional Promotion <i>Students must pass the failed course in a summer recovery program or the next school year.</i>
Student fails TWO core* courses based on annual grades.	Conditional Promotion <i>Students must pass the failed courses in a summer recovery program or the next school year.</i>
Student fails THREE core* courses based on annual grades.	Retention <i>A retained student who passed a course with a C or higher may enroll in the next sequential course, pending schedule availability.</i>

- Promotion from 6th to 7th and 7th to 8th Grades
A student must pass a minimum of four year-long courses or the equivalent, two of which must be in English, mathematics, science, or social studies.
- Promotion from 8th to 9th Grade
In order for a student to be promoted to high school from a school that includes middle

grades 6, 7, and 8, the student must complete three middle grades or higher courses in the following subjects (F.S. 1003.4156(1)):

a. English Language Arts (ELA)

b. Mathematics

1) Successful middle-grade credit for a high school-level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.

2) To earn high school credit for Algebra I or Geometry, a middle-grade student must take the statewide, standardized EOC assessment and pass the course.

3) Performance on the Algebra I and Geometry EOC assessments constitutes 30 percent of the final course grade.

c. Social Studies

1) The curriculum Must include at least a one-semester civics education course that covers the roles and responsibilities of federal, state, and local governments, the structures and functions of the legislative, executive, and judicial branches of government, and the meaning and significance of historical documents such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

i. Performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade (F.S. 1008.22).

ii. A middle grades student who transfers into the State's public school system from out-of-country, out-of-state, a private school, or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of:

a) Three courses in social studies, or b) Two year-long courses in social studies that include coverage of civics education.

d. Science

1) Successful middle-grade credit for a high school-level Biology I course is not contingent upon the student's performance on the statewide, standardized End-of-Courses (EOC) assessment.

2) To earn high school credit for a Biology I course, a middle-grade student must take the statewide, standardized Biology I EOC assessment and pass the course.

3) Performance on the Biology I EOC assessment constitutes 30 percent of the student's final course grade.

**Core courses are identified as follows: Math, Language Arts, Reading, Science & Social Studies.*

GOOD CAUSE: Promotion in extraordinary circumstances: The Principal may promote a student based on extraordinary circumstances, which impacted the student's performance.

Note: This cannot be used to promote a student from the 8th grade to the 9th grade.

GRADES 9-12		
CREDITS EARNED	STATUS	GRADE LEVEL
0 – 6 credits	Freshman	9 th Grade
6.5 – 12 credits	Sophomore	10 th Grade
12.5 – 18 credits	Junior	11 th Grade
18+ credits	Senior	12 th Grade

The State of Florida and Ahfachkee School require a minimum of 24 credits in appropriate content areas to complete the standard 4-year high school graduation plan.

High school students must work to remain in or rejoin their designated Graduation Cohort. Earning 6 credits each year is required to stay in the cohort. Off-cohort students must use after-school or summer school credit recovery options to rejoin their cohort. Students who cannot rejoin their cohort before the designated graduation date may be referred to alternative educational programming. Students who are making satisfactory progress toward their graduation plan and maintain continuous enrollment in Ahfachkee School may remain active as students.

First Entry into 9th Grade	Cohort Year
Fall, 2024	Cohort of 2028
Fall, 2023	Cohort of 2027
Fall, 2022	Cohort of 2026
Fall, 2021	Cohort of 2025

Pupil Progression K-5

KINDERGARTEN

Criterion #1	READING: Scores at or above Level 2 (Unified Scale Score 729 or higher) on Florida's Assessment of Students Thinking (FAST) PM3 for English Language Arts (ELA) Early Literacy.
GOOD CAUSE EXEMPTION	
Criterion #2 Alternative Assessment	<p>READING: Recognizes 48 of 52 Letter Names AND Distinguishes 20 of 26 Letter Sounds AND understands 15 of 21 Concepts of Print</p> <p>*MATH: Count to 100 by ones and tens AND read and write numerals from 0 to 20 AND represent a number of objects with a written numeral from 0 to 20.</p>
Criterion #3 Alternative Assessment	READING: Scores 70% or greater on the Benchmark Advanced Interim 4 Assessment (30 items)
Criterion # 4 Alternative Assessment	READING: Scores 80% or greater on the Benchmark Advanced Foundational Skills Screener, Level A (25 items)
Criterion #5 Alternative Assessment	Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS).
Criterion #6 Previous Retention	Student received intensive reading intervention and was previously retained in Kindergarten.
Criterion #7 ESE Alternate Assessment	Student is making progress towards mastery of his/her IEP goals based on Florida Access Points.
Criterion #8 ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #9 Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process. He/she demonstrates increased performance based on progress monitoring data. Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #10 Extraordinary Circumstances	Student receives an Administrative Exemption from retention due to extraordinary circumstances.

FIRST AND SECOND GRADE	
Criterion #1	<p>FIRST GRADE Scores at or above Level 2 (Unified Scale Score 791 or higher) on Florida’s Assessment of Students Thinking (FAST) PM3 for English Language Arts (ELA).</p> <p>SECOND GRADE Scores at or above Level 2 (Unified Scale Score 882 or higher) on Florida’s Assessment of Students Thinking (FAST) PM3 for English Language Arts (ELA).</p>

GOOD CAUSE EXEMPTION	
<p>Criterion #2 Alternative Assessment</p>	<p>FIRST GRADE Scores 70% or greater on the Benchmark Advanced Interim 4 Reading Assessment (30 items)</p> <p>SECOND GRADE Scores 70% or greater on the Benchmark Advanced Interim 4 Reading Assessment (35 items)</p>
<p>Criterion #3 Alternative Assessment</p>	<p>FIRST GRADE Scores Instructional Reading Level H or greater on the Benchmark Assessment System (BAS).</p> <p>SECOND GRADE Scores Instructional Reading Level I or greater on the Benchmark Assessment System (BAS).</p>
<p>Criterion #4 Previous Retention</p>	<p>FIRST GRADE Student has received intensive reading and/or math intervention and was previously retained in K-1 for a maximum total of two years, not to exceed one retention per grade level.</p> <p>SECOND GRADE Student has received intensive reading and/or math intervention and was previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level.</p>
<p>Criterion #5 ESE Alternate Assessment</p>	<p>Student with a disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment is not appropriate.</p>
<p>Criterion #6 ESE Retention Deferral</p>	<p>Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).</p>
<p>Criterion #7 ESE Previous Retention</p>	<p>Student with an Individual Learning Plan (IEP) or Section 504 Plan participating in districtwide assessments and has received intensive instruction for more than two years and was previously retained in grades K-1.</p>
<p>Criterion #8 Intervention through RtI Process</p>	<p>Student receives intensive Tier 2 or Tier 3 intervention through the RtI process. He/she demonstrates increased performance based on progress monitoring data. Student will continue to receive intensive intervention in the subsequent grade level.</p>

Criterion #9 Extraordinary Circumstances	Student receives an Administrative Exemption from retention due to extraordinary circumstances.
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THIRD GRADE	
Criterion #1	Scores at Level 2 or greater on Florida Assessment of Student Thinking (FAST) PM3 for English Language Arts.
GOOD CAUSE EXEMPTION	
Criterion #2 Alternative Assessment	Scores 70% or greater on the Benchmark Advanced Interim 4 Reading Assessment Session 1 (26 Items) AND Session 2 (26 Items).
Criterion #3 Alternative Assessment	Scores Instructional Reading Level P or greater on the Benchmark Assessment System (BAS).

Criterion #4 Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5 ESE Alternate Assessment	A. Student working at his/her current potential successfully and is demonstrating continuous progress on IEP goals making progress towards mastery of the Florida Access Points. B. Consideration for promotion of ESE students who are pursuing Florida Standards Access Points will be made based on classroom performance, standardized testing or an alternate assessment, and social development. Florida Standards Access Points are included in ESE courses. Passing courses in which modified standards are included is sufficient documentation of mastery of standards.
Criterion #6 ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #7 ESE Previous Retention	Student with an Individual Learning Plan (IEP) or Section 504 Plan participating in districtwide assessments and has received intensive instruction for more than two years and was previously retained.
Criterion #8 Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process. He/she demonstrates increased performance based on progress monitoring data. Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #9 Extraordinary Circumstances	Student receives an Administrative Exemption from retention due to extraordinary circumstances.

FOURTH AND FIFTH GRADE	
Criterion #1	Scores at Level 2 or greater on Florida Assessment of Student Thinking (FAST) PM3 for English Language Arts. AND Scores at Level 2 or greater on Florida Assessment of Student Thinking (FAST) in Mathematics on PM3.
GOOD CAUSE EXEMPTION	

Criterion #2 Alternative Assessment	<p>READING</p> <p>FOURTH Scores 70% or greater on the Benchmark Advanced combined Unit 6 (19 Items) and Unit 9 (18 Items) Reading Assessment.</p> <p>FIFTH Scores 70% or greater on the Benchmark Advanced combined Unit 6 (17 Items) and Unit 9 (19 Items) Reading Assessment.</p> <p>AND MATH: Scores 60% or greater on the Savvas enVision Cumulative Assessment</p>
Criterion #3 Alternative Assessment	<p>READING:</p> <p>FOURTH Scores 70% or greater on the Benchmark Advanced Interim 4 Reading Assessment, Session 1 (30 items AND Session 2 (30 items).</p> <p>FIFTH Scores 70% or greater on the Benchmark Advanced Interim 4 Reading Assessment, Session 1 (33 items AND Session 2 (28 items).</p> <p>AND MATH: Scores 70% or greater on Savvas Envision Progress Monitoring Assessment Form C</p>
Criterion #4 Alternative Assessment	<p>FOURTH Scores Instructional Reading Level S or greater on the Benchmark Assessment System (BAS).</p> <p>FIFTH Scores Instructional Reading Level V or greater on the Benchmark Assessment System (BAS).</p> <p>AND MATH: ??????</p>
Criterion #5 Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #6 ESE Alternate Assessment	<p>A. Student working at his/her current potential successfully and is demonstrating continuous progress on IEP goals making progress towards mastery of the Florida Access Points.</p> <p>B. Consideration for promotion of ESE students who are pursuing Florida Standards Access Points will be made based on classroom performance, standardized testing or an alternate assessment, and social development. Florida Standards Access Points are included in ESE courses. Passing courses in which modified standards are included is sufficient documentation of mastery of standards.</p>

Criterion #7 ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #8 ESE Previous Retention	Student with an Individual Learning Plan (IEP) or Section 504 Plan participating in districtwide assessments, and has received intensive instruction for more than two years, and was previously retained.
Criterion #9 Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process. He/she demonstrates increased performance based on progress monitoring data. Student will continue to receive intensive intervention in the subsequent grade level.
Criterion #10 Extraordinary Circumstances	Student receives an Administrative Exemption from retention due to extraordinary circumstances.

GRADES 6 – 8	
Student fails ONE core* course based on annual grade.	Conditional Promotion <i>Student must pass the failed course in a summer recovery program or the next school year.</i>
Student fails TWO core* courses based on annual grades.	Conditional Promotion <i>Student must pass the failed courses in a summer recovery program or the next school year.</i>
Student fails THREE core* courses based on annual grades.	Retention <i>A retained student who has already passed a course with a C or higher may enroll in the next sequential course, pending schedule availability.</i>

1. Promotion from 6th to 7th and 7th to 8th Grades

A student must pass a minimum of four year-long courses or the equivalent, two of which must be in English, mathematics, science, or social studies.

2. Promotion from 8th to 9th Grade

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete three middle grades or higher courses in the following subjects (F.S. 1003.4156(1)):

a. English Language Arts (ELA)

b. Mathematics

1) Successful middle grades credit for a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.

2) To earn high school credit for Algebra I or Geometry a middle grades student must take the respective statewide, standardized EOC assessment and pass the course.

3) Performance on the Algebra I and Geometry EOC assessments constitutes 30 percent of the final course grade.

c. Social Studies

1) Must include at least a one semester civics education course that includes the roles and responsibilities of federal, state, and local governments; structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

i. Performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade (F.S. 1008.22).

ii. A middle grades student who transfers into the State's public school system from out-of-country, out-of-state, a private school, or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of:

a) Three courses in social studies, or b) Two year-long courses in social studies that include coverage of civics education.

d. Science

1) Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized End of- Course (EOC) assessment.

2) To earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment and pass the course.

3) Performance on the Biology I EOC assessment constitutes 30 percent of the student's final course grade.

**Core courses are identified as follows: Math, Language Arts, Reading, Science & Social Studies.*

GOOD CAUSE: Promotion in extraordinary circumstances: The Principal may promote a student based upon extraordinary circumstances, which impacted the student's performance.

Note: *This cannot be used to promote a student from the 8th grade to the 9th grade.*

9th – 12th GRADES

CREDITS EARNED	STATUS	GRADE LEVEL
0 – 6 credits	Freshman	9 th Grade
6.5 – 12 credits	Sophomore	10 th Grade
12.5 – 18 credits	Junior	11 th Grade
18+ credits	Senior	12 th Grade

The State of Florida and Ahfachkee School requires a minimum of 24 credits in appropriate content areas to complete the standard 4-year high school graduation plan.

School Compact

Below is a copy of the School Compact found in the enrollment application.

AS A STUDENT I PROMISE TO:	AS A CARING SUPPORTIVE ADULT I PROMISE TO:	AS A SCHOOL WE PROMISE TO:
Attend school regularly and be on time	Foster a positive attitude towards school	Respect and enhance the unique culture of each child
Be responsible for my own actions	Be actively involved in my child's education	Provide quality instruction in a safe and drug free school
Read at home	Communicate regularly with my child's teacher	Provide an intellectually stimulating curriculum that reflects and preserves the cultural integrity of people and holds high expectations of all children

Do my part to make my school a safe place	Actively promote literacy in our home	Communicate with and include families in the education process
Take pride in the grounds and property of my school	See that my child attends school every day – rested and ready to learn	Model behavior and attitude of positive character traits
Arrive rested and ready to learn	Encourage my child to complete schoolwork and homework	Support positive behavior in the classroom
Complete all school assignments including homework neatly and on time	Obtain and have my child complete assignments after absences	Encourage your child to reach his/her potential
	Provide telephone and address changes to school office	
Student Signature	Legal Guardian Signature	School Administrator

Suspected Child Abuse/Neglect (SCAN)

Mandated reporters are required to report any suspicion of child abuse or neglect by a caregiver to the appropriate authority. Ahfachkee School staff members are mandated reporters and are not required to discuss their suspicions with parents prior to reporting the matter to the appropriate authority, nor are they required to investigate the cause of any suspicious marks, behavior or condition prior to making a report. Ahfachkee takes this responsibility very seriously and will make all warranted reports to the appropriate authority. As mandated reporters, Ahfachkee staff will not be held liable for reports made to the appropriate authority, which are determined to be unfounded, provided the report was made in “good faith.”

GRADES 6 – 8	
Student fails ONE core* course based on annual grade.	Conditional Promotion <i>Student must pass the failed course in a summer recovery program or the next school year.</i>
Student fails TWO core* courses based on annual grades.	Conditional Promotion <i>Student must pass the failed courses in a summer recovery program or the next school year.</i>
Student fails THREE core* courses based on annual grades.	Retention <i>A retained student who has already passed a course with a C or higher may enroll in the next sequential course, pending schedule availability.</i>

1. Promotion from 6th to 7th and 7th to 8th Grades

A student must pass a minimum of four year-long courses or the equivalent, two of which must be in English, mathematics, science, or social studies.

2. Promotion from 8th to 9th Grade

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete three middle grades or higher courses in the following subjects (F.S. 1003.4156(1)):

a. English Language Arts (ELA)

b. Mathematics

1) Successful middle grades credit for a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized End-of-Course (EOC) assessment.

2) To earn high school credit for Algebra I or Geometry a middle grades student must take the respective statewide, standardized EOC assessment and pass the course.

3) Performance on the Algebra I and Geometry EOC assessments constitutes 30 percent of the final course grade.

c. Social Studies

1) Must include at least a one semester civics education course that includes the roles and responsibilities of federal, state, and local governments; structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and

the Constitution of the United States.

i. Performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade (F.S. 1008.22).

ii. A middle grades student who transfers into the State's public school system from out-of-country, out-of-state, a private school, or a home education program after the beginning of the second term of 8th grade is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of:

a) Three courses in social studies, or b) Two year-long courses in social studies that include coverage of civics education.

d. Science

1) Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized End of- Course (EOC) assessment.

2) To earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment and pass the course.

3) Performance on the Biology I EOC assessment constitutes 30 percent of the student's final course grade.

**Core courses are identified as follows: Math, Language Arts, Reading, Science & Social Studies.*

GOOD CAUSE: Promotion in extraordinary circumstances: The Principal may promote a student based upon extraordinary circumstances, which impacted the student's performance.

Note: This cannot be used to promote a student from the 8th grade to the 9th grade.

9 th – 12 th GRADES		
CREDITS EARNED	STATUS	GRADE LEVEL
0 – 6 credits	Freshman	9 th Grade
6.5 – 12 credits	Sophomore	10 th Grade
12.5 – 18 credits	Junior	11 th Grade
18+ credits	Senior	12 th Grade

The State of Florida and Ahfachkee School requires a minimum of 24 credits in appropriate content areas to complete the standard 4-year high school graduation plan.

First Entry into 9 th Grade	Cohort Year
Fall, 2023	Cohort of 2027
Fall, 2022	Cohort of 2026

Fall, 2021	Cohort of 2025
Fall, 2020	Cohort of 2024

SECTION 5

Health and Safety

This section contains information relevant to all Kindergarten through 12th-grade students needed to ensure a safe and secure school environment.

Communicable Diseases and Medical Conditions

Students who are suspected of having a communicable disease or infestation that can be transmitted are excluded from school. They will not be allowed to return until they have been successfully treated and present a note from a physician stating that they no longer present a health hazard to others. Examples of communicable diseases and infestations include but are not limited to, head lice, ringworm, impetigo, scabies, and any suspicious or unidentified rash.

Head Lice

Ahfachkee School has a no-nit policy. If a student is found to have live head lice and/or lice eggs (nits), the student will be sent home for treatment. The maximum allowed excused absences for head lice and nits is two days per incident and four days for the school year. To re-enter class, a student must be brought to school by an adult, re-examined, and cleared by the school nurse. The student will be sent home for further treatment if lice or nits are still present. Due to the high risk of transmitting lice, blankets, pillows, and stuffed animals will be prohibited on the school bus and in the school building.

Homebound

If a student encounters a serious health problem and must be absent for an extended period, the situation may warrant arranging for homebound instruction. Medical documentation is required. The nurse must be contacted to determine the requirements.

Illness

Any student with 100.5 degrees or higher fever, diarrhea, and/or vomiting may not be sent to school. The student must be fever-free and have not vomited for at least 24 hours before returning to school. A child sent to school feeling ill will remain in the nurse's office until a parent or an emergency contact arrives to take the child home.

Immunization Records

Immunization records must be current and on file on the first day of the new school year. Students must be immunized against diphtheria, tetanus, pertussis, polio, measles, rubella, mumps, Hepatitis B, and varicella. All students entering the 7th grade must have a TDAP booster. Students may be excluded from Ahfachkee School if their booster requirements are not up to date. Immunization form 680 (see Appendix) must be up to date and on file with the school office.

Injury

When a student becomes injured during school hours, the school nurse or staff will contact the parent or emergency contact. The student will remain in the nurse's office until the Parent/Guardian or emergency contact arrives. The adult picking up your child must sign the student out at the office. The staff who witnessed the incident will fill out An accident report form and must be signed by the parent/guardian. If needed, an injured or ill student may be transported to the clinic or the nearest medical facility for medical attention via EMS.

Medication

It is recognized that medications may be essential for some students. When possible, all medications should be administered at home. When necessary, the school nurse will administer or dispense medication (either prescription or non-prescription) to a student after the parent/guardian has completed the school written authorization form. Such medication will be kept in the school nurse's office. Students are not permitted to keep medicines on the school grounds or on the school bus. Parents/guardians must drop off and pick up their child's medication from the school nurse. The medication authorization form must be fully completed and signed before dispensing medication. This form can be obtained in the main office.

Pandemic Disease

In the event of a pandemic disease such as influenza or COVID-19, Ahfachkee may continue school virtually, following the guidance of STOF, CDC, and Ahfachkee School's pandemic plan.

Special Health Needs

To address your child's special health conditions, such as asthma, allergies, or diabetes, the school nurse will require a physician's letter to be kept on file at the school. The letter should state the required medication, Physical Education limitations, and/or emergency care and actions necessary at the school. Special health needs and information will then be shared with the appropriate school staff that cares for your child.

Severe Weather Plans

In the event of severe weather during the school day or at dismissal time, students may remain inside until the severe weather passes. Buses may be held at the school until the administration deems it is safe to travel. On days when the weather is forecast to turn drastically for the worse, e.g., approaching hurricanes, the School Administrator will collaborate with the STOF Emergency Management Department to determine the next steps.

In all severe weather cases, Ahfachkee School will follow the decisions made by the Seminole Tribe of Florida. If tribal offices close due to severe weather, Ahfachkee School will close accordingly. In the event of emergency schedule changes, families will be contacted through School Messenger. Please keep the office updated with your most current phone number/email address to receive these messages.

Suspected Child Abuse/Neglect (SCAN)

Mandated reporters are required to report any suspicion of child abuse or neglect by a caregiver to

the appropriate authority. Ahfachkee School staff members are considered mandated reporters and are not required to discuss their suspicions with parents prior to reporting the matter to the appropriate authority, nor are they required to investigate the cause of any suspicious marks, behavior or condition prior to making a report. Ahfachkee takes this responsibility very seriously and will make all warranted reports to the appropriate authority. As mandated reporters, Ahfachkee staff will not be held liable for reports made to the appropriate authority which are determined to be unfounded, provided the report was made in “good faith.”