



**Ahfachkee School**  
**Student/Parent Handbook**  
**2020-2021**

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*863-983-6348*

*School Board Approved on .*



## **AHFACHKEE SCHOOL BOARD**

Marcellus W. Osceola, Jr. – Chairman  
Mitchell Cypress – Board Member  
Christopher Osceola – Board Member  
Larry Howard. – Board Member  
David Cypress – Board Member

## **AHFACHKEE SCHOOL EXECUTIVE DIRECTOR OF ADMINISTRATION**

Lee Zepeda

## **AHFACHKEE SCHOOL ADMINISTRATION**

Mrs. Dorothy Cain - Principal  
Mr. Philip Baer - 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 school staff, our students will maintain high expectations and the ability to achieve excellence. With strength of mind, body, and spirit, our students will be empowered to create a successful and fulfilling future.



Ahfachkee School  
2020-2021  
Parent/Student Handbook

August 2020

Welcome to the 2020-2021 school year. This Student/Parent Handbook provides our families and students with important information about our school. Please review the contents before school begins, then keep it accessible for future reference. If you have any questions about the handbook, please contact the Ahfachkee School main office at (863)983-6348. Increasing parental involvement, improving student attendance and academic achievement continue to be major priorities at Ahfachkee School. We look forward to working together to accomplish our goals for student success. We are glad you are a part of the Ahfachkee School community and look forward to a wonderful year.

Dorothy Cain, 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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# School Information

## **OVERVIEW**

*The school information section contains general information relevant to all students Kindergarten through 12<sup>th</sup> Grade.*

### **Athletic Code**

Student athletes are expected to adhere to the policies and conditions of the Ahfachkee Athletic Code, the FHSAA regulations, and the rules established by their coaches. Please refer to the Ahfachkee Athletic Code and/or the Athletic Director.

### **Early Dismissal**

To keep classroom disruptions to a minimum and learning to a maximum, early dismissal should be reserved for emergencies only. If, for any reason, your child needs to leave campus before 2:30 p.m. you must sign him or her out by 2:00 PM in the front office. Students may only be checked out by the parent/guardian or those individuals listed on the Student Checkout Permission Form. Please remember to bring identification with you. Your child's teacher will be called to release your child to the front office for dismissal.

### **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 school day. Students who leave the building or campus before the school day is over without the permission of the office will **NOT** be permitted to return until the following day. Students who violate the closed campus policy will be subject to disciplinary action and parents will be contacted before returning. Loitering in the parking lots is prohibited.

### **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.

- School Messenger: an automated calling system that can contact all families simultaneously through a recorded message via phone and/or text
- Letters/Flyers: distributed through students on a regular basis
- Global Emails: emails sent to all email addresses registered with the STOF Big Cypress Reservation and Immokalee Reservation email lists
- Email Distribution Lists: emails sent to a parent/guardian's personal email address listed on the student applications
- Direct Contacts: One-on-one calls and face-to-face contact between staff members and family members
- School Website: [www.seminolewarriors.net](http://www.seminolewarriors.net) is regularly updated with current information
- NASIS Portal: families and students may review the most currently posted grades and attendance information online or using a phone app

- Student Planner: Daily homework assignments and notes are recorded in the student planner.

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 through the NASIS portal. In addition to scheduled conferences, staff members are available for parent conferences upon request. Please check with the staff member or an administrator to determine the best time to schedule an appointment. For a list of staff email addresses, refer to the Ahfachkee website, or contact the front office.

### **Dismissal Destination Changes**

Any parent wishing to change his/her child's dismissal destination must submit the desired change in writing no later than 12:00 PM of the day the change is to take effect.

### **Homework**

Homework is defined as written or non-written tasks assigned by teachers to students to be completed outside the classroom. Homework is an extension of the school day and is an important part of a student's educational experience. Failure to complete assigned homework may have an impact on the student's class grade.

Homework may be assigned as a preparation for upcoming lessons or as an extension of class work.

- Preparation homework - given to prepare a student for upcoming lessons
- Practice homework - designed to reinforce lessons already taught in class
- Enrichment homework – intended to provide challenging learning opportunities for enrichment and extension of the lesson

#### **Recommendations for parents to assist with students' homework success**

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

### **Lost & 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 absence.

### **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 communication. 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.

### **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 the all grades is available in the school office.

### **Signatory Powers**

A student who is an emancipated minor must have a court order of emancipation on file with the school office to sign documents. A student 18 or older must have written parent permission to sign school documents. The written parent permission will be kept on file in the school office granting the permission and may be repealed at any time.

### **School 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 Breakfast

8:00 AM - 2:35 PM

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

### **School Meals**

A hot breakfast and a hot lunch are provided at Ahfachkee free of charge to all students. These meals are prepared in accordance with standards of healthy nutrition.

Meals brought from home or delivered to the student must be delivered to the front office. Students may only have lunch during their regularly scheduled lunch time. To protect the instructional day, the students' lunch period is the only time lunch deliveries will be honored, delivered to the front office. Breakfast hours are from 7:30 AM to 7:50 AM. Students will not be served breakfast in the cafeteria after 7:50 AM. Breakfast bars and juice boxes will be available in the front office if your child arrives after 7:50 AM.

For the safety of your child, parents are required to provide notification, in the form of a doctor/nutritionist's 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 Uniforms**

Uniforms are available for purchase at Ahfachkee School. Please see the school bookkeeper.

### **Student Entrance Ages**

#### Kindergarten

Children entering the Kindergarten program **must** be 5 years of age on or before September 1<sup>st</sup> of the school year.

### **Traditional Preservation Department**

Ahfachkee School works in collaboration with the Traditional Preservation Department of the STOF ("TPD") to ensure that the Seminole culture and language are infused throughout all aspects of the school. TPD staff members consult with Ahfachkee administration and teachers to advise on the best practices of honoring the students' culture in the classrooms. We are fortunate to have a camp area on campus where students can experience firsthand traditional teachings. An essential focus of the TPD is to foster the preservation of Eláponke language. The highest priority established by the TPD is the creation of a safe, open learning environment for students to practice and explore their cultural heritage.

### **Visitors**

Parents/guardians are welcome to visit Ahfachkee School and their child's classroom. These visits should be arranged ahead of time with school administration. All visitors to the school must stop by the school office to sign-in and receive a visitor's pass. Visiting students must receive administrative approval to access campus. During instructional times, visiting students will not be allowed on campus.

# School Policies

## **OVERVIEW**

*The School Policies section includes general policies that are relevant to all students, grades Kindergarten through 12<sup>th</sup> Grade.*

## **GENERAL POLICIES**

### **Civility Policy**

Ahfachkee welcomes and encourages visits to 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 Board members, teachers, administrators, staff, students, parents, and the general 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, allow people to grow socially and academically, and encourage healthy dialogue in respectful ways by presenting teachers and staff as positive role models. We foster positive communication and discourage disrespectful treatment.

It is the school's belief that rude, abusive or intolerant behavior should not exist. Positive human interaction is required by and among all Board members, teachers, administrators, staff, student, 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.

### **Disruptions**

1. Any individual who: disrupts or threatens to disrupt any school function or office operations; threatens the health and safety of student or staff; willfully causes property damage; uses loud and/or offensive language which 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.
2. If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, 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.

3. When an individual is directed to leave under circumstances outlined in paragraph 1 or 2, the Administrator or designee shall 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 of the concern. When this is not possible or appropriate, any person who needs help in 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 has occurred. No retaliation will be tolerated against individuals for working in good faith under this policy and its related procedures to resolve concerns.

### **Co-Curricular Activities**

Co-curricular programs include educationally related, personal, cultural, social, and 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 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.).

### **Consent to Search**

It is the policy of Ahfachkee School 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.) that may be considered harmful to his/her person or others and to confiscate these items.

### **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. Headphones must be stored in your bookbag unless directed by a teacher that use is appropriate.

The student assumes the risk of all personal property that is 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.

1<sup>st</sup> offense: Warning

2<sup>nd</sup> offense: Device confiscated and turned in to administration. Student can pick up device at the end of the day from the office with a student conference.

3<sup>rd</sup> offense: Device confiscated and turned in to administration. Referral generated by teacher. Parent contact and Student/Parent conference. Parent can pick up device from administration.

### **Field Trips**

School field trips are conducted throughout the year to enrich and extend the students' academics and experiential learning beyond the classroom setting. Field trips are a privilege and students are expected to follow school rules while on field trips. Students who have been 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 textbooks, athletic equipment or uniforms, and library books or materials.

### **Internet**

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

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 the accessing, downloading and/or distributing of 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/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 as related to the Internet, school and/or building network, school hardware or software will result in the withholding of 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.

### **Keeping the Campus Clean**

Keeping the Ahfachkee School campus clean is everyone's responsibility. Students are expected to do their part in picking up litter and making sure trash is properly placed in trash cans. To help maintain the cleanliness of the classrooms, 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.

## **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.

## **Playground**

Covered playgrounds are available for students in grade Pre-Kindergarten through 4th Grades. To ensure the physical and emotional safety of students, students are to adhere to the following rules when using the covered playgrounds.

1. While on the playground equipment, feet will stay below your head.
2. Playground equipment is to be used for the purpose designed.
3. Rock Walls are for climbing up.
4. Slides are for going down.
5. Tunnels are for going through.
6. When using swings, students should sit - no launching to exit the swing.

Students not following instructions will be warned and given a time out period. If they can state the desired behavior - they can re-enter the play area.

## **Skateboards, Scooters, Bicycles, and Skates Safety**

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

## **Transportation**

### Personal

Student vehicles must be parked in their designated areas. Please remember that students riding ATV's, motorcycles, rhino's, golf carts, etc., to and from school who are 16 and over are strongly encouraged to wear a helmet. 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 transporting themselves to school or for the loss or damage of student vehicles that are brought on campus. Students who drive to Ahfachkee in a vehicle which requires a driver's license to operate **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 has a responsibility of transporting students in a safe and responsible manner; therefore, a student must obey rules and regulations to ensure their safety and well-being while on school transportation. To ensure an on-time arrival, students are expected to be ready to board the bus when the bus arrives. Bus drivers are unable to wait for students who are not ready to board. Students in grades K – 5<sup>th</sup> will only be dropped off at destinations where an adult or older sibling is available to care for the child.

In the event that a child is not dropped off and parent contact cannot be made, the child will be transported back to the school.

Riding the bus is a privilege and can be denied to a student by 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 school administration, bus privileges may be restored.

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

1. Follow instructions the first time given.
2. Sit in your assigned seat at all times
3. Seat belt should be worn at all times
4. Walk when getting on and off the vehicle
5. Use polite words and actions
6. Speak in voice level
7. No eating (or chewing gum) or drinking on the bus
8. No blankets are allowed on buses

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 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

## Virtual Learning

If school is closed for an extended period of time due to order of STOF Emergency Operations Management, Ahfachkee School will implement a Virtual Learning Plan. Students will be taught using online resources and video conferencing with Ahfachkee's School staff.

# **DRESS & PERSONAL APPEARANCE POLICIES**

## **OVERVIEW**

*All students are expected to come to Ahfachkee well groomed. Originally established by the Ahfachkee Parent Advisory Committee, the dress code was designed to create a productive learning environment that is free of distraction.*

## **DRESS CODE**

Ahfachkee School students should adhere to the following uniform policy. All clothing should fit

### **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 shirt in red, yellow, black, or white
- Long sleeve shirts worn under uniforms 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 not 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

### **Accessories**

- Accessories should not be disruptive to the educational environment
- Blankets, pillows, stuffed animals are not permitted in school or on school buses

### **Head Covering**

For the purpose of creating a safe and conducive learning environment, no hats or hoods will be allowed inside the school buildings

## **Jackets**

- Sweaters, jackets and sweatshirts (with or without hoods) must be worn over a school uniform top
- **Special Note: Students should always be identifiable on sight. The privilege of wearing hoods can be revoked if repeated violations become disruptive to the educational process**
  - Hoods may be worn outdoors when weather is appropriate to their use. Hoods may not be worn inside the buildings
- Outerwear attire cannot possess language or images that are crude, vulgar, profane, lewd/obscene, drug affiliated, sexually explicit or sexually suggestive

## **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). No beach shoes, bedroom slippers, clogs, shoes with wheels, or flip-flops should be worn. Note: Athletic shoes are required for use during Physical Education classes for all grade levels.

## **Exceptions**

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

Exceptions to the dress code are allowed **ONLY** on designated school sponsored Special Event days (such as Red Ribbon Day, Picture Day, Field Day, etc.) Written notice will be sent home to families regarding any Special Event days where uniforms may not be required.

## **Uniforms**

Uniform tops, Ahfachkee sweatshirts and jackets are available for purchase at Ahfachkee.

## **DRESS CODE NON-COMPLIANCE**

Dress or appearance must not present health or safety problems or cause disruption. Clothing, accessories and tattoos that carry messages which are vulgar or offensive, 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 may be loaned an alternative article of clothing to wear for the day. Repeat offenses may warrant progressive discipline according to the matrix.

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

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.

# **ATTENDANCE POLICIES**

## **OVERVIEW**

*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. When students are absent from their class, they fall behind in their required course work. Absent students miss lectures, group projects, audiovisual presentations, labs, and demonstrations that are a part of each class. Students who are frequently absent may receive a failing grade. It is essential that students regularly attend Ahfachkee.*

### **Attendance**

All students enrolled in Ahfachkee School are expected to attend school regardless of Tribal affiliation.

### **Student Absences**

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

- Illness of student
- Death in student's family or student's Clan
- Required court appearance or subpoena by a 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 Center for Student Success and Services at least five (5) school days prior to the event
  - ii. Students are afforded a maximum four (4) days for Corn Dance participation
  - iii. Corn Dance participation is limited to one Corn Dance per year per student
- Center for Student Success and Services sponsored field trips

Documentation for excused absences must be submitted within **5 school days** of the absence.

2. Unexcused Absences are any absences other than those above. A parent may write no more than five (5) notes to excuse absences each year. Absences for students who are externally suspended are unexcused.

\*\*\*\**Please Note:* 1 Absence = **360 minutes** of early removal from school.

3. Tardies are recorded when students are late for school. Multiple tardies are compiled and tabulated as unexcused absences. Five (5) tardies will result in one unexcused absence.

4. STOF Truancy is a student who has five (5) unexcused absences within a calendar month, or ten (10) unexcused absences within a school year. A truancy referral may be generated by a school, K-12 Advisor, or other source.

### **Pre-Planned Absences**

Students who are aware that they will be absent from school due to non-school related activities are asked to complete a *Pre-Planned Absence Form*, which is available in the Front Office.

Prior approval from Ahfachkee School Administration is necessary for this absence to be excused. Approval from the Administration must be received at least five days prior to the absence. Any student excused for a planned absence has two days to submit makeup assignments for each day absent.

Ahfachkee Administration is the final authority in determining if an absence is to be excused or not.

### **Tardiness**

Students are expected to be in their classrooms prior to the bell as instruction begins promptly at 8:00 AM. For an excused tardy, Parents/Guardians should notify Ahfachkee when there has been an unusual circumstance or emergency. Oversleeping or missing the bus does not constitute an emergency or unusual circumstance. Multiple unexcused tardies are compiled and tabulated as unexcused absences (5 unexcused tardies = 1 unexcused absence). Ahfachkee School maintains a tardiness response plan that includes parent contact and referral to other STOF support departments as applicable.

### **Administrative Withdrawal**

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

### **Tribal Truancy Policy of the Seminole Tribe of Florida**

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

### **Student Attendance**

- The student's attendance will be closely monitored by the K-12 Advisor. The K-12 Advisor will discuss the attendance issues with the parent/legal guardian and collect any documentation supporting an absence

- Upon the tenth (10<sup>th</sup>) 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 3<sup>rd</sup> consecutive school days of absences due to illness, the parent/legal guardian will be required to 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 absence will be excused for the death in family or Clan)
- Failure to provide medical notes, within the required five (5) school days to the school and/or to the K-12 Advisor 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 appearance
- A student who has ten (10) or more unexcused absences within a school year will not be eligible for any scholarship provided by the Center for Student Success and Services
- If truancy issues continue, a referral will be sent to the appropriate STOF Department to provide additional assistance
- Students receiving a STOF private school scholarship must adhere to attendance guidelines and truancy policies and procedures regardless of age
- Students who are 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 the standards no less stringent than those stated within the Center for Student Success and Services 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.*

## **STUDENT BEHAVIORAL POLICIES**

### **Appropriate Behavior and Misbehavior**

#### **OVERVIEW**

*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, that misbehavior 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, the environment of Ahfachkee can become positive, proactive, and productive.*

## **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.

## **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 Safe and Civil Schools systems listed below are expected to be posted, taught, and utilized in all grade levels and classrooms.

## **STOIC**

The STOIC structure provides a useful framework for effective classroom management.

- S – Structure for Success
- T – Teach Expectations
- O – Observe and Monitor
- I – Interact Positively
- C – Correct Misbehavior Fluently

## **CHAMPS**

CHAMPS is a structure that enables students to quickly identify the appropriate behavioral protocol in a variety of settings and situations.

CHAMPS addresses the following:

- C – Conversation.....Can students talk to each other?
- H – Help.....How do students get their questions answered?  
How do they get a staff member's attention?
- A – Activity.....What is the task or objective?  
What is the end product?
- M – Movement.....Can students move about?
- P – Participation.....What does the expected student behavior look and sound like?  
How do students show they are fully participating?
- S – SUCCESS.....If students follow the CHAMPS expectations, they

will be successful.

CHAMPS is posted in all classrooms and are provided for special events. CHAMPS is explicitly taught to students to provide them with the behavior expectations and guidelines required in a variety of settings.

## **SLANT**

SLANT is a technique for defining student engagement during instruction.

SLANT is defined as:

- S – Sit Up
- L – Lean Forward
- A – Activate Your Thinking
- N – Nod
- T – Track the Presenter

## **Voice Levels**

Voice levels guide students and staff on 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

## **Code of Conduct**

The Code of Conduct sets for guidelines for assessing consequences for violations of Ahfachkee School policy. Please refer to the Ahfachkee Code of Conduct in the appendix for further information.

## **Description of Appropriate Behavior and Misbehavior**

Appropriate student behavior is behavior that supports school climate that is safe, civil and productive. Appropriate student behavior includes, but is not limited to:

- Physically, emotionally, and mentally respectful and safe words and actions to all staff, students, visitors, and school property as related to:
  - Compliance and cooperation with adult requests and school and classroom rules and expectations
  - The right of all students to learn and the right of staff to teach
  - Dress and appearance that is in compliance with school dress code
  - Possession of a hall pass that is dated, timed, and signed by a staff member when not in assigned classroom or assigned activity
- Daily attendance at school, including on-time arrival to school and classes
- A focus on maintaining a productive academic environment:
  - Timely completion and submission of all assignments



- Use of SLANT (sit in the learning position; lean towards speaker; answer on adult signal; note important information and nod to show attention; track the presenter with your eyes and ears)

## **SEVERE MISCONDUCT**

Severe misconduct behaviors will be addressed as outlined in the Code of Conduct. These acts require immediate administrative attention, written documentation, and will require the involvement of the Seminole Police Department and notification to the Executive Administrative Office. Students who are 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

### **Public Display of Affection**

Ahfachkee School recognizes that genuine feelings of affection may exist between students. 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 refrain from inappropriate, intimate behaviors on campus or at school related events & activities. Students are always expected to show good taste and conduct themselves as ladies and gentlemen.

Lewd and/or inappropriate Public Displays of Affection such as kissing, touching, etc. will not be tolerated and will result in a parent/guardian meeting and possible suspension if inappropriate behavior continues after being warned. The expression of feelings of affection toward others is a personal concern between two individuals and not of others surrounding them. Therefore, good taste and respect for others is the guideline for appropriate behavior.

### **Sleeping in School**

Sleeping in school or at school related activities may result in disciplinary responses as outlined in the Code of Conduct. Students are not permitted to sleep in class or other school functions. Continual attempts to sleep in class may result in the referral for a health physical or a drug/alcohol assessment. The nurse's office is not to be used solely for the purposes of sleeping. Students who are inappropriately sleeping at school may be sent home.

### **Textbook Rules**

Textbooks are furnished by the school. Students are expected to use care in handling them. Students are responsible for the condition and/or loss of their books at the end of the school year. Every student must write his/her name in each of his/her books in ink in the space provided. Report cards and transcripts may be withheld until the cost of the missing or damaged textbooks are covered.

## **Responses to Appropriate Behavior & Recognition**

Appropriate student behavior should be reinforced, promoted, and recognized by all Ahfachkee School stakeholders. The following school-wide opportunities exist for demonstration of appropriate behaviors according to the following schedules:

This is confusing...we recommend just putting quarterly on these as there aren't additional recognitions bi-annually, and annually.

- Recognition for appropriate student behaviors: quarterly
- Recognition for excellence in athletics: per season
- Recognition for academic achievement occurs quarterly
- Recognition for attendance occurs quarterly
- Student of the Month occurs monthly

Random recognition may also occur for all of the above areas. Individual classroom teachers and/or departments may recognize students for appropriate behaviors. Additional school-wide recognition may occur to support and maintain a positive school climate.

## **Dispute Resolution**

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

In the event that an agreement cannot be reached, students who are suspended are entitled to follow the Process of Appeals. These rights include the opportunity to review the findings of the investigation into the incident leading to the suspension and an opportunity to respond to findings. Should the grievance not be resolved at the Ahfachkee School level, a student or parents may proceed on to the Superintendent and the Executive Administrative Officer.

## **Responses to Student Misbehavior**

### **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.

### **Progressive Discipline**

Progressive Discipline is a system of discipline where the penalties increase upon repeated occurrences. Unless there is a substantial period between referrals (45 school days or longer), repetition of an offense generally results in progression to the next higher level of discipline.

## **Out of School Suspension**

Students may be suspended from school completely for continued or severe violations of Ahfachkee School's expectations. Suspended students are not allowed on the school campus, school events or on the school grounds for the duration of their suspension. The length of suspension varies.

# Academics

## **OVERVIEW**

*Ahfachkee School strives to educate students with a challenging and rigorous curriculum that prepares students for high school graduation and post-secondary endeavors. (e.g. university, community college, military, vocational school and the workforce.)*

## **Course Offerings**

### Kindergarten – 5th Grades Courses

Art  
Health  
English Language Arts/Reading  
Math  
Media Center  
Music  
Physical Education  
Science  
Seminole Culture/History  
Social Studies  
STEM

### Middle School Courses – 6<sup>th</sup>–8<sup>th</sup> Grades

**Core**  
Pre-Algebra  
Civics  
Earth Space Science/Stem  
English Language Arts  
Life Science/Stem  
Math & Advanced Math  
Physical Science/Stem  
World History – 6<sup>th</sup> Grade  
US History

### **Electives**

Career Research & Decision Making  
Digital Art Design I & II  
Emerging Leaders

Exploring Music  
Instrumental Ensemble  
Intensive Math  
Intensive Reading  
Journalism  
Law Studies  
Music Technology  
PE: Comprehensive  
Research I (STEM Competition)  
Seminole Culture/History/Language  
Speech & Debate  
STEM  
Two-Dimensional Studio Art I & II  
U.S. Economics & Geography  
Web & Software development/Coding

### High School Courses

#### **Core**

Algebra I & Algebra I Honors  
Algebra II  
American Government  
American History  
Biology  
Chemistry  
Earth Space Science  
Eláponke I & II  
English I, II, III, & IV  
Environmental Science  
Geometry  
Government & Economics  
Physical Science  
Pre-Calculus  
US History  
World History

#### **Electives**

2-D Studio Art  
3-D Studio Art  
Career Research & Decision Making  
Ceramic & Pottery I  
Computer Science Discoveries  
Court Procedures  
Critical Thinking Skills  
Debate I  
Digital Art Imaging I  
Drawing I  
Eláponke 1 & II  
Executive Internship

First Aid & Safety  
Global Studies  
HOPE  
Instrumental Ensemble I ( Keyboards & Guitar)  
Intensive Math  
Intensive Reading  
Journalism I  
Keyboarding  
Keyboard (Piano) I & II  
Law Studies  
Liberal Arts Math I & II  
Music Technology & Sound Engineering I  
Music Theory I  
Music of the World  
PE: Independent Sports I & II  
PE: Team Sports I & II  
Psychology  
Research I (Media/TV Production)  
Research I (Robotics/Rocketry)  
Research I (Native American Literature)  
Speech I  
Visual Technology I  
Women's Studies

### **Middle School Course Progression**

In order for a student to be promoted from Grade 8 to Grade 9, a student must successfully complete three years of middle school level or higher courses, as specified, in the following areas:

- ELA
- Mathematics
- Science
- Social studies

One of these courses must be, at a minimum, a one-semester civics education course that includes 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 historic documents, such as the Articles of the Confederation, the Declaration of Independence and the U.S. Constitution; Each student's performance on the statewide, standardized assessment in civics education required under constitutes 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:

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

## **High School Class Standing**

Students in High School accumulate credits toward graduation which determine their official class standing as follows:

9 <sup>th</sup> grade:	0 - 6 credits
10 <sup>th</sup> grade:	6.5 - 12 credits
11 <sup>th</sup> grade:	12.5 - 18 credits
12 <sup>th</sup> grade:	18.5 or more credits

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.

## **Community Service**

The purpose of the community service program is to provide all high school students the opportunity to have a positive impact on 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.

### Minimum Required Community Service Hours

Class of 2020 and beyond: 40 hours

## **Grade Forgiveness**

Students are eligible to receive grade forgiveness in accordance with 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.

## **Graduation Ceremony Eligibility Requirements**

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

1. 2.0 or higher GPA
2. Completion of the requisite number of community service hours
3. Completion of the 24 required credits
4. Passing score or higher on required assessments

*Note: Students, who are waiting on 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:

1. Each graduate must participate in the graduation ceremony rehearsal.
2. Caps and gowns must be worn in the proper manner, as designated by the school administration.
3. Students who participate will be expected to use good taste in their choice of accessories for their attire.
4. Each student who participates will be expected to cooperate with the graduation planning committee and to participate in all parts of the graduation ceremonies.

5. Failure to comply with the above requirements may forfeit a student’s privilege of participation in the graduation ceremony.

### Senior Activities

Students who are 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.

### High School Course Progression

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

High School	Suggested Course Progression
9 <sup>th</sup> Grade	English I - Core Algebra I - Core Marine Science- Core World Cultural Geography - Core Intensive Reading -Elective Intensive Math -Elective HOPE -Elective Elective
10 <sup>th</sup> Grade	English II - Core Geometry - Core Biology - Core Intensive Reading (if needed) -Elective Intensive Math (if needed) -Elective Elective Elective
11 <sup>th</sup> 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 <sup>th</sup> Grade	English IV - Core Math - Core American Government/Economics - Core Intensive Reading (if needed) -Elective Intensive Math (if needed) -Elective Elective Elective

### Students Entering Grade 9 in the 2015-2016 and Thereafter

<b>4 Credits English/ELA</b>
<ul style="list-style-type: none"> <li>• Pass the statewide, standardized Grade 10 ELA assessment or earn a concordant score</li> </ul>

in order to graduate with a standard diploma.
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra I and one of which must be Geometry.</li> <li>• A student who takes Algebra I must pass the Algebra I EOC assessment, the Geometry EOC, or earn a comparative score, in order to earn a standard high school diploma. The EOC results constitute 30 percent of a student’s final course grade.</li> <li>• A student who takes Geometry must take the Geometry EOC assessment. The EOC results constitute 30 percent of a student’s final course grade.</li> <li>• A student who selects Algebra II must take the Algebra II EOC assessment. The EOC results constitute 30 percent of a student’s final course grade.</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>• Two of the three required credits must have a laboratory component.</li> <li>• A student who takes Biology I must take the Biology I EOC assessment. The EOC results constitute 30 percent of a student’s final course grade.</li> </ul>
<b>3 Credits Social Studies</b>
<ul style="list-style-type: none"> <li>• One credit in World History</li> <li>• One credit in U.S. History</li> <li>• 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.</li> <li>• One-half credit in U.S. Government.</li> <li>• One-half credit in Economics, which must include financial literacy.</li> </ul>
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</b>
<ul style="list-style-type: none"> <li>• Eligible courses are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a>.</li> </ul>
<b>1 Credit Physical Education •To include the integration of health.</b>
<b>8 Elective Credits</b>
<b>1 Online Course</b>

## GRADING PROCEDURES

### **2<sup>nd</sup> – 12<sup>th</sup> Grades Grading Scale**

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

A	4.0	D+	1.3
A-	3.7	D	1.0
B+	3.3	F	0.0
B	3.0	P	Pass
B-	2.7	NC	No Credit Granted
C+	2.3	INC	Incomplete
C	2.0		
C-	1.7		



P = A passing grade can mean the student is performing at an acceptable level on a Pass/Fail basis.

INC = Must be completed by the end of the next semester or the grade automatically becomes an "F".

### **Graduation Progress Reports**

Parents of 11<sup>th</sup> and 12<sup>th</sup> grade students will receive quarterly letters updating them on the progress of their child towards graduation. This letter will address the four graduation requirements: credits, GPA, community service hours and testing requirements.

### **Lack of Academic Progress**

Students are expected to adhere to Ahfachkee School's rigorous academic standards. The following list contains a few examples of student behaviors which impede academic success.

- Poor attendance
- Tardiness
- Not having required basic school supplies
- Lack of sleep
- Not paying attention to a lesson or teacher
- Not reading assigned reading
- Not completing an assignment
- Disruptive or distracting behavior
- Not complying with acceptable school appropriate behavior
- Not following the requirements of a behavior contract
- Not complying with requests of teachers or school administrators
- Harmful, abusive or illegal behavior

Students will be monitored and may receive conferencing, parent contact, and academic coaching, and may be placed on academic contract. Students not making academic progress may be removed from Ahfachkee School.

### **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, particularly when issued after the close of a quarter, will be made in collaboration between the classroom teacher and school administration.

### **NASIS Portal**

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.

### **Parent/Teacher Conferences**

At the end of the first three quarters, Ahfachkee School holds Parent Teacher Conferences. Parents/Guardians shall attend the conferences to pick up report cards and discuss their child's grades, behavior, attendance, time management, graduation plans, and post-secondary transitions with staff.

### **Plagiarism/Cheating**

Plagiarism is the taking of language, ideas or thoughts from another person or source, and representing them as your original work. Students, who use plagiarized papers or projects, alter grades, or otherwise cheat will be subject to responses as per the Ahfachkee Code of Conduct.

### **Kindergarten - 1<sup>st</sup> Grade Grading Scale**

The Kindergarten through 1<sup>st</sup> Grade progress reports and report cards are standards based. 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 Skills</i>
2	<i>Is Learning Skill with Assistance</i>
3	<i>Area of Concern</i>
4	<i>Not Applicable/Not Assessed</i>

### **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.

### **Promotion/Retention**

Based on the Pupil Progression plan, it will be determined whether or not a student is promoted to the next grade level. Please refer to the Pupil Progression Plan for additional details.

### **School-Wide Testing**

Ahfachkee School monitors and measures student academic growth. Parents are encouraged to review and discuss their child's assessment data with teachers. Below are the types assessments used.

#### Progress Monitoring

All Ahfachkee School students are involved in ongoing assessments in core academic areas to ensure ongoing academic growth. Based on beginning of the year benchmark assessments, students will be progress monitoring in reading and math. 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 the subjects of reading and math three times a year. Assessments are given at the beginning, middle and end of the year. The results of these assessments are used to determine the resources needed to remediate or enrich student performance.

### Annual Standardized Testing

The Florida Standards Assessment, 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 3, English Language Arts with a Writing Component in grades 4-10, Mathematics in grades 3-8, Algebra I, and Geometry.

According to the Florida Department of Education, The Next Generation Sunshine State Standards and Florida Access Points include assessments in Science for grades 5 and 8, 7<sup>th</sup> grade Civics, and Biology.

Delete this paragraph. It's redundant. The Florida End-of-Course (EOC) Assessments are computer-based tests designed to measure student achievement of the Next Generation Sunshine State Standards for specific middle-and high-school level courses, as outlined in their course descriptions.

Delete this paragraph Student EOC results will be used to calculate the final grade applied to the student's transcript in accordance with Florida State procedures.

### **Testing Retakes to meet Graduation Requirements**

Students must pass the required statewide assessments in order to graduate. Students are expected to retake the required assessment until achieving a passing score. The number of opportunities to retake EOC assessments will depend on when students initially participate in each EOC assessment. Students who do not pass the FSA ELA Grade 10 Assessment in the spring of their 10<sup>th</sup> grade year may retest in fall and spring of their 11<sup>th</sup> and 12<sup>th</sup> grade years. In addition, if students do not pass the required Florida Algebra I EOC assessment, they must retake the assessment until they pass it. The Algebra I EOC assessment is administered at the conclusion of the fall, winter, spring, and summer semesters to accommodate courses that conclude at the end of each semester.

### College Preparatory Testing

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

# Health & Safety

## OVERVIEW

*This section contains information relevant to all Kindergarten through 12<sup>th</sup> grade students needed to ensure a safe and secure school environment.*

### **Communicable Diseases and Medical Conditions**

Students having or suspected of having a communicable disease or infestation which can be transmitted are to be excluded from school. Students 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, the following: 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 2 days per incident and a total of 4 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. If lice or nits are still present, the student will be sent home for further treatment.

### **Homebound**

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

### **Illness**

Any student with a fever of 100.0 degrees or higher, 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 emergency contact arrives to take 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 7<sup>th</sup> grade must have a Tdap booster. Students may be excluded from Ahfachkee School if their booster requirements are not up to date.

### **Influenza**

In the event of an influenza pandemic Ahfachkee will follow guidelines from STOF Emergency Operations Management, Center for Disease Control and Pandemic Influenza Plan. Students with flu like symptoms must be tested before returning to school and receive a note allowing them to return.

**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.

**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 have completed the school written authorization form. This form can be obtained in the front office. Such medication will be kept in the school nurse's office. Students are not permitted to keep medication in their possession on the school grounds or on the school bus. Parent/Guardian must drop off and pick up their child's medication to the school nurse.

**Pandemic Disease**

In the event of a pandemic disease Ahfachkee will 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 condition 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 care 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 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 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.

**Student Accidents and Illnesses**

Any time a major accident occurs, a student incident form will be filled out by the supervising staff member and turned in to the school nurse and School Administration. Parent/Guardian may request a copy of this report. Parent/Guardian or a designated emergency contact will be notified about the incident by the school nurse. If need be, an injured or ill student may be transported to the clinic or to the nearest medical facility for medical attention via EMS.

# School Services

## OVERVIEW

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

### **Exceptional Student Education**

Exceptional Student Education (“ESE”) is the designation for special education. Students who meet eligibility requirements for the gifted and talented program also receive services through this department. Although we are located in the State of Florida, Ahfachkee School’s federal funding is processed through the Bureau of Indian Education. Ahfachkee School reports information regarding students receiving gifted education, special education and related services annually, as required. There are thirteen areas of ESE eligibility:

- Autism Spectrum Disorders
- Hearing Impairments/Deafness
- Developmentally Delayed – for ages 3 to 5 only
- Deaf-Blindness
- Intellectual Disabilities/Cognitive Impairment
- Speech or Language Impairments
- Orthopedic Impairments
- Other Health Impaired
- Emotional Disturbance
- Multiple Disabilities
- Specific Learning Disabled
- Traumatic Brain Injury (TBI)
- Visual Impairments

Detailed information on the process for determining eligibility in one or more of these 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).

### **Individual Education Plan**

An Individualized Education Program (IEP) describes the educational program that has been 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 a 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 School's schedule at least as often as their non-disabled peers. The IEP is a legally binding document. Please contact your child's teacher, the school office, and/or the ESE coordinator for more information.

### **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 perceived 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 contact the school nurse and/or the ESE Coordinator.

### **Guidance Program**

Ahfachkee School's guidance program provides counseling on three domains: academics, career, and social/emotional. The guidance program helps the students resolve emotional, social, and behavioral problems which helps them develop a clearer focus or sense of direction. Ahfachkee School's guidance program strives to fulfill the mission statement in taking the 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 contact the school office or the guidance counselor.

### **Gifted & Talented Program**

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 that students 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 contact the ESE coordinator, guidance counselor and/or the gifted teacher.

### **Multi-Tiered System of Supports Team (MTSS)**

The purpose of the Ahfachkee School MTSS 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.

# **Student Records**

## **OVERVIEW**

*Federal regulations outline specific procedures for maintaining and releasing student records.*

### **Confidentiality:**

Ahfachkee School will not give out information to an individual, agency, school district, hospital or any other persons 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 of privacy.



Confidential information includes but is not limited to: names, addresses, phone numbers, disability information, or other health related information.

## **Records Requests**

### K – 8<sup>th</sup> Grade Record Requests

Official written record requests must be received in order to release records for students in ~~Pre~~-Kindergarten through the 8<sup>th</sup> 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 7 days.

### High School Transcript Requests

Official written Transcript requests must be received in order to release records for students in High School. If authorized records need to be released quickly, unofficial copies can be picked up by the parent/guardian or student. 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 7 days to process requests.

# Appendix

## AHERA

In compliance with the Asbestos Hazard Emergency Response Act (AHERA), a copy of the Ahfachkee School's Asbestos Management Plan is available in the school office. Questions may be directed to the Facilities Manager.

## **FERPA: Family Education Rights and Privacy Act**

Ahfachkee School, in compliance with Federal Laws 93-308 and 93-568, presents these facts for the information of parent(s) and/or guardian(s) and students.

Student records are open for review and inspection by parents and/or guardians or students eighteen years of age or older. Students sixteen years of age or older, or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students that are fourteen years of age or older with HIV or STD, may be released by the student only.

Student records are open for inspection and review with interpretation to the parent(s) and/or guardians(s) of the students, legal guardian(s), or the student himself/herself if eighteen years of age or older. Appointments may be made at the School Administrator's office for viewing cumulative records of grades, achievement test scores, or health records. Psychological records may be reviewed in the ESE Office. Appointments may be made for viewing psychological

records at 863-983-6348 Ext. 12970. (Psychological testing is administered only with prior parent(s) and/or guardian(s) approval.) Parent(s) and/or guardian(s) or students eighteen years of age or older may view their records, attach written comments, or request a hearing to remove a part of the records.

Ahfachkee School, in conformance with the Family Educational Rights and Privacy Act (FERPA) permits parents and/or guardians or students to:

1. Inspect and review the student's education records within 45-days of the day Ahfachkee School receives a request for access:

Parents or eligible student should submit to the school Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School Administrator/designee will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

2. Request the amendment of the student's education records that the parent(s) and/or guardians(s) or eligible student believes are inaccurate or misleading:

Parent(s) and/or guardian(s) or eligible students may ask Ahfachkee School to amend a record that they believe is inaccurate or misleading. They should write the School Administrator; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If Ahfachkee decides not to amend the record as requested by the parent(s) and/or guardian(s) or eligible student, Ahfachkee will notify the parent(s) and/or guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent(s) and/or guardian or eligible student when notified of the right to a hearing;

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that Ahfachkee authorizes disclosure without consent;

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Ahfachkee as an administrator, supervisor, instructor, or support staff member (including health or medical staff and Seminole Police Department personnel); a person serving on the School Board; a person or company with whom Ahfachkee has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in forming his or her task. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(Optional) Upon request, Ahfachkee discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (**Note: Ahfachkee** requires a school to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request

4. The right to file a complaint with the U.S. Department of Education under Section 99.64 concerning alleged failures by the School to comply with the requirements of **FERPA**. The annual and address of the office that administers **FERPA** are:

**Family Policy Compliance Office**  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

**NOTE:** In addition, a school may want to include its directory information public notice, as required by S99.37 with its annual notification or rights under **FERPA**.

Student record information will not be released to most persons or agencies without the written consent of the parent(s) and/or guardian(s).

However, Ahfachkee School will forward elementary and secondary student's educational records on request to the School in which the student seeks or intends to enroll without further parent and/or guardian notification. Parent(s) and/or guardian(s) may receive a copy of the records. Similarly, transcript or other information requested by students will be forwarded to colleges and educational institutions to which students are applying, provided there are no unpaid fees or fines.

All rights of review and due process procedures transfer from parent(s) and/or guardian(s) to the individual student when the student becomes eighteen years of age.

Directory information includes the following information relating to a student: the students' name, activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received the most recent scholarship and award winners.

Information relating to the student's school records will be given to prospective employers at the request of the student.

Parent(s) and/or guardian(s) not wishing information made public should notify the School Administrator in writing within ten (10) calendar days following notice of these rights to students.

A complaint under S99.64 concerning alleged failures to comply with the Family Education Rights and Privacy Act may be filed with the U.S. Department of Education. A copy of Section 99.64, Complaints, may be obtained by request at the Ahfachkee School office located at 30290 Josie Billie Highway, PMB 1005, Clewiston, FL. 33440.

## **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 an appropriate public education and that they experience success in school.

You are guaranteed enrollment in school by the federal McKinney-Vento Act if you live:

- In a shelter (family, youth, or domestic violence shelter; or transitional living program)
- In a motel, hotel, or weekly rate housing
- In a house or apartment with more than one family because of economic hardship or loss
- In an abandoned building, in a car, at a campground, or on the street
- In temporary foster care or with an adult who is not your parent or guardian
- In substandard housing (without electricity, water, or heat)
- With friends or family because you are a runaway or an unaccompanied youth

If you live under any of these conditions, you may enroll or attend school even if you lack:

- Immunization records
- School records
- Legal guardianship papers
- A permanent residence

You may:

- Participate fully in all school activities and programs for which you are eligible
- Continue to attend the school in which you were last enrolled
- Receive transportation back to your school of origin

For questions or assistance with enrollment, please contact your school office or the District Homeless Liaison. (*Valerie Whiteside 863-983-6348*)

## Code of Conduct

The code of conduct is initiated by administration upon receipt of a student discipline referral.

ALCOHOL & DRUGS	Minimum Consequences K-5	Minimum Consequences 6-12
<p>1. <b><u>Possessing</u></b> (including possession after use when the substance is still in the body) Using and/or procuring, selling or dispensing on school premises, school buses, or at any school activity or school related function of:</p> <ul style="list-style-type: none"> <li>a. Alcohol;</li> <li>b. Prescription drugs for which the student does not have a valid prescription;</li> <li>c. Hallucinogenic drugs or combinations;</li> <li>d. Counterfeit drugs including, but not limited to, prohibited substances possessed, sold and/or used that are held out to be, or represented to be controlled/illegal substances. In addition, counterfeit drugs include substances used in a manner not in accordance to package directions, or substances when combined induce a mind-altering state or condition.</li> <li>e. Paraphernalia for use of controlled substances.</li> <li>f. Electronic Cigarettes with CBD or THC</li> </ul>	<p style="text-align: center;"><b><u>First Offense</u></b></p> <p>Parent Conference/ Out of School Suspension for 5 days/ Notify EAO/ Notify SPD</p> <p style="text-align: center;"><b><u>Second Offense</u></b></p> <p>Parent Conference/ Out of School. Suspension - 9 days/ Notify EAO/ Notify SPD</p> <p style="text-align: center;"><b><u>Third Offense</u></b></p> <p>Expulsion</p>	<p style="text-align: center;"><b><u>First Offense</u></b></p> <p>Parent Conference/ Out of School Suspension - 9 days/ Notify EAO/ Notify SPD</p> <p style="text-align: center;"><b><u>Second Offense</u></b></p> <p>Parent contact. Out of School Suspension for 9 days Consultation with Seminole Police department.</p> <p style="text-align: center;"><b><u>Third Offense</u></b></p> <p>Expulsion</p>

<b>DEFIANCE OF AUTHORITY</b>	<b>Minimum Consequences K-5</b>	<b>Minimum Consequences 6-12</b>
<p><b>1. Disobeying or disregarding school personnel or school rules.</b></p>	<p><b><u>First Offense</u></b> Parent notification, verbal warning and detention.</p> <p><b><u>Second Offense</u></b> Parent/teacher conference. Behavior Contract. In-School Suspension or Out-of-School Suspension (minimum: 1 day)</p> <p><b><u>Third Offense</u></b> 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><b><u>First Offense</u></b> Parent notification, verbal warning and detention.</p> <p><b><u>Second Offense</u></b> Parent/teacher conference. Behavior Contract. In-School Suspension or Out-of-School Suspension (minimum: 1 day)</p> <p><b><u>Third Offense</u></b> 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 on severity of offense.</p>

<b>DISHONESTY</b>	<b>Minimum Consequences K-12</b>
<p><b>1. Cheating-</b> Illegally procuring or sharing of work/test responses.</p>	<p><b><u>Any Offense</u></b> Parent notification. The work on which the student cheats will be graded as either the result of the test or 59%, whichever is lower.</p> <p>Second incident on which the student cheats will be graded as zero.</p>

<b>WEAPONS</b> <b>Firearms/Knives/Other Dangerous Objects</b>	<b>Minimum Consequences K-5</b>	<b>Minimum Consequences 6-12</b>
<ol style="list-style-type: none"> <li>1. <b>Firearms and Destructive Devices:</b> Any weapon (operable or inoperable, loaded or unloaded) which 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.</li>   <li>2. <b>Weapons:</b> Any dirk, metallic knuckles, slingshot, billy, tear gas gun, chemical weapon or device, electric weapon or other device which can be used to inflict physical harm on another</li>   <li>3. <b>Dangerous Object:</b> BB gun, air gun, paintball gun pellet gun and martial arts weapons.</li>   <li>4. <b>Knives:</b> Knives or objects that can be used to cut, including but not limited to, razor blade, box cutter, or knife.</li>   <li>5. <b>Hazardous Items:</b> Items including, but not limited to: mace, chemicals and other objects used to threaten, intimidate, or cause a disruption.</li>   <li>6. <b>Contraband:</b> Potentially harmful object including but not limited to cigarettes lighter, lighter fluid, laser pointers and fireworks.</li> </ol>	<p style="text-align: center;"><u><b>Any Offense</b></u></p> <p>Parent Contact/ Confiscation/ Notify EAO/ Notify SPD/ Out of School Suspension for up to 9 days</p>	<p style="text-align: center;"><u><b>Any Offense</b></u></p> <p>Parent Contact/ Confiscation/ Out of School Suspension for 9 days/ Notify SPD/ Notify EAO</p>

<b>Inappropriate Conduct</b>	<b>Minimum Consequences K-5</b>	<b>Minimum Consequences 6-12</b>
<p>1. <b>Language-</b> Using profanity or verbal abuse, including name calling, racial slurs or derogatory statements.</p> <p>2. <b>Disruptive Behavior - Minor</b> Disrespect, disruptive behavior and minor confrontations.</p>	<p><b><u>1<sup>st</sup> Offense</u></b> Parent Conference/ Detention</p> <p><b><u>2<sup>nd</sup> Offense</u></b> Parent Conference/ School Specific Consequence</p> <p><b><u>1<sup>st</sup> Offense</u></b> Parent Conference/ Refer to Guidance/ Verbal Warning</p> <p><b><u>2<sup>nd</sup> Offense</u></b> Parent Conference/ Notify Guidance/ Behavior Contract/ In-School Suspension up to 1 day</p>	<p><b><u>1<sup>st</sup> Offense</u></b> Parent Conference/ In-School Suspension up to 1 day</p> <p><b><u>2<sup>nd</sup> Offense</u></b> Parent Conference/ Refer to Guidance/ Out-of-School Suspension 3-5 days</p> <p><b><u>1<sup>st</sup> Offense</u></b> Parent Conference/ Refer to Guidance/ Verbal Warning/ In-School Suspension up to 1 day</p> <p><b><u>2<sup>nd</sup> Offense</u></b> Parent Conference/ Notify Guidance/ Behavior Contract/ In-School Suspension 1- 2 days</p>

<b>Attendance Incidents</b>	<b>Minimum Consequences K-5</b>	<b>Minimum Consequences 6-12</b>
<p>1. <b>Class Cut/Skipping Class</b></p> <p>2. <b>Leaving Campus without Permission</b></p>	<p><b><u>1<sup>st</sup> Offense</u></b> Parent Conference/ Verbal Warning</p> <p><b><u>2<sup>nd</sup> Offense</u></b> Parent Conference/ School Specific Consequence (Loss of privileges)</p> <p><b><u>1<sup>st</sup> Offense</u></b> Parent Conference/ Attendance-Behavior Contract/ After-School Detention</p> <p><b><u>2<sup>nd</sup> Offense</u></b> Parent Conference/ Referral to Guidance/ Attendance-Behavior Contract Updated/ In-School Suspension up to 2 days</p>	<p><b><u>1<sup>st</sup> Offense</u></b> Parent Conference/ Multiple Detentions 2- 3</p> <p><b><u>2<sup>nd</sup> Offense</u></b> Parent Conference/ Refer to Guidance/ After-School Detention</p> <p><b><u>1<sup>st</sup> Offense</u></b> Parent Conference/ Behavior Contract/ Community Service or After-School Detention</p> <p><b><u>2<sup>nd</sup> Offense</u></b> Parent Conference/ Notify Guidance/ Attendance-Behavior Contract Update/ Out of School Suspension 1-2 days</p>





<b>MEDICATION/ UNAUTHORIZED SUBSTANCES</b>	<b>Minimum Consequences K-5</b>	<b>Minimum Consequences 6-12</b>
<p>1. <b>Over-the-counter medication or supplement</b>, including aspirin, possessing, accepting or dispensing.</p>	<p><b><u>First Offense</u></b> Warning/parent notification/ confiscation/ Notify EAO's office</p>	<p><b><u>First Offense</u></b> Warning/parent notification/ confiscation/ Notify EAO's office</p>
	<p><b><u>Second Offense</u></b> Warning/parent notification/ confiscation/ Notify EAO's office</p>	<p><b><u>Second Offense</u></b> Warning/parent notification/ confiscation/ Notify EAO's office</p>
<p>2. <b>Drug possession of unauthorized substances</b> 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><b><u>First Offense</u></b> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 4 days</p>	<p><b><u>First Offense</u></b> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 4 days</p>
	<p><b><u>Second Offense</u></b> 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><b><u>Second Offense</u></b> 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>3. <b>Dispensing prescription medication to another student</b></p>	<p><b><u>First Offense</u></b> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 4 days</p>	<p><b><u>First Offense</u></b> Confiscation/ Notify parent/ Notify EAO's office/ Notify SPD/ Referral to RtI/ Out of School Suspension – 4 days</p>
	<p><b><u>Second Offense</u></b> 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><b><u>Second Offense</u></b> 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>4. <b>Tobacco and Electronic Cigarettes</b> (This refers to all forms of tobacco, including smokeless tobacco. This also refers to all forms of electronic cigarettes.)</p>	<p><b><u>First Offense</u></b> Parent Conference/ Confiscation/ Referral to Guidance/ Detention/ Notify EAO/ Notify SPD</p>	<p><b><u>First Offense</u></b> Parent Conference/ Confiscation/ Referral to Center for Behavioral Health/ In-School Suspension 1-2 Days/ Notify EAO/ Notify SPD</p>
	<p><b><u>Second Offense</u></b> Parent Conference/ Confiscation/ Referral to Behavioral Health Services/ In-School Suspension/ Notify EAO/ Notify SPD</p>	<p><b><u>Second Offense</u></b> Parent Conference/ Confiscation/ Referral to Center for Behavioral Health / In-School Suspension 3- 5 Days/ Notify EAO/ Notify SPD</p>
	<p><b><u>Third Offense</u></b> Out of School Suspension up to 9 days</p>	<p><b><u>Third Offense</u></b> Out of School Suspension up to 9 days</p>

<b>VERBAL ASSAULT</b>	<b>Minimum Consequences K-12</b>
<p>1. <b>Seriously threatening to inflict injury</b> and having the ability to do so.</p> <p>No bodily contact is necessary.</p> <p>.</p>	<p style="text-align: center;"><b><u>First Offense</u></b> Parent Contact, Referral to Guidance for Threat Assessment/ School Specific Consequences/ Notify EAO/ Notify SPD</p> <p style="text-align: center;"><b><u>Second Offense</u></b> Parent Contact, Referral to Guidance for Threat Assessment/ School Specific Consequences/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health</p> <p style="text-align: center;"><b><u>Third Offense</u></b> Out of School 1 suspension up to 9 days</p>

<b>ACTS AGAINST PERSONS</b>	<b>Minimum Consequences K-5</b>	<b>Minimum Consequences 6-12</b>
<p>1. <b>Bullying/Intimidation/Harassment/Threat</b> The incident is bullying if it includes 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 offensive environment; or unreasonably interferes with the individual's school performance or participation.</p>	<p style="text-align: center;"><b><u>First Offense</u></b> Parent Conference/ Referral to Guidance/ Out of School Suspension 2 days/ Notify EAO/ Notify SPD</p> <p style="text-align: center;"><b><u>Second Offense</u></b> Parent Conference/ Required In-School Counseling/ Out of School Suspension 4 days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health</p> <p style="text-align: center;"><b><u>Third Offense</u></b> Parent Conference/ Required In-School Counseling/ Out of School Suspension 6 days/ Notify EAO/ Notify SPD/ Notify Center for Behavioral Health</p> <p style="text-align: center;"><b><u>Subsequent Offenses</u></b> Parent Conference/ Out of School Suspension 9 days/ Notify EAO/ Notify SPD/ Notify Center for Behavioral Health</p>	<p style="text-align: center;"><b><u>First Offense</u></b> Parent Conference/ Referral to Guidance/ Out of School Suspension 3 days/ Notify EAO/ Notify SPD</p> <p style="text-align: center;"><b><u>Second Offense</u></b> Parent Conference/ Required In-School Counseling/ Out of School Suspension 6 days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health</p> <p style="text-align: center;"><b><u>Subsequent Offenses</u></b> Parent Conference/ Out of School 1 Suspension 9 days/ Notify EAO/ Notify SPD/ Notify Center for Behavioral Health</p>

<p><b>2. Physical Aggression/Fighting</b>  Aggression: When an individual (s) engages in a minor altercation that does not require physical restraint and results in no injuries; students pushing/shoving; easily separated or stopped.  Fighting: When two or more persons mutually participate in the use of force or physical violence that requires physical restraint or results in injury. The burden of determining whether physical contact is indeed a “fight” will be the responsibility of the principal.</p> <p><b>It should be understood that the aggressor in a physical confrontation may receive a more severe consequence.</b></p> <p><b>3. Sexual Harassment: Unwelcome conduct of a sexual nature.</b></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 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>d. Possession and/or distribution of pornographic materials. *</p>	<p style="text-align: center;"><b><u>First Offense</u></b></p> Parent Conference/ Referral to Guidance/ In -School Suspension up to 2 days <p style="text-align: center;"><b><u>Second Offense</u></b></p> Parent Conference/ Required In-School Counseling/ Out of School Suspension up to 4 days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health <p style="text-align: center;"><b><u>Third Offense</u></b></p> Parent Conference/ Required In-School Counseling/ Out of School Suspension up to 7 days/ Notify EAO/ Notify SPD/ Notify Center for Behavioral Health <p style="text-align: center;"><b><u>Subsequent Offenses</u></b></p> Parent Conference/ Out of School Suspension 9 days/ Notify EAO/ Notify SPD/ Notify Center for Behavioral Health <p style="text-align: center;"><b><u>First Offense</u></b></p> Parent contact/ Behavior Contract/ In-School Suspension 1 – 2 Days/ Notify EAO/ Referral to Guidance <p style="text-align: center;"><b><u>Second Offense</u></b></p> Parent contact/ RtI Referral/ Attendance-Behavior Contract/ In-School Suspension 10 Days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health Services <p style="text-align: center;"><b><u>Additional Offenses</u></b></p> Out of School Suspension	<p style="text-align: center;"><b><u>First Offense</u></b></p> Parent Conference/ Referral to Guidance/ Out-of -School Suspension 3 days/ Notify EAO/ Notify SPD <p style="text-align: center;"><b><u>Second Offense</u></b></p> Parent Conference/ Required In-School Counseling/ Out of School Suspension 6 days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health <p style="text-align: center;"><b><u>Subsequent Offenses</u></b></p> Parent Conference/ Out of School Suspension 9 days/ Notify EAO/ Notify SPD/ Notify Center for Behavioral Health <p style="text-align: center;"><b><u>First Offense</u></b></p> Parent contact/ RtI Referral/ Guidance Referral/ In-School Suspension 3-5 Days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health Services <p style="text-align: center;"><b><u>Subsequent Offenses</u></b></p> Parent contact/ RtI Referral/ Guidance Referral/ Out of School Suspension 9 Days/ Notify EAO/ Notify SPD/ Referral to Center for Behavioral Health Services
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<p>4. <b>Sexual Harassment-</b> Lewd and lascivious conduct. Any person who handles, fondles, or demonstrates unwelcome conduct of a sexual nature.</p> <p>5. <b>Sexual Battery-</b> Any sexual act or attempt directed against another person, forcibly and/or against the person's will where the victim is incapable of giving consent because of his or her youth, or because of temporary or permanent mental incapacity. This category includes rape, forcible penetration of private body parts of another (either through human contact or using an object).</p>		<p style="text-align: center;"><b><u>Any Offense</u></b>  Notify EAO/ Notify SPD/  Mandatory expulsion</p>
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**\*Note:** Offense of Sexting: Provides that minor commits offense of sexting if he or she knowingly uses computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video of a person which depicts nudity and is harmful to minors; provides noncriminal & criminal penalties; provides that transmission, distribution, or possession of multiple photographs or videos is single offense if transmission occurs within 24 hr. period, etc.

# Pupil Progression Plan

KINDERGARTEN PROMOTION CRITERIA	
Criterion #1	<b>READING:</b> Recognizes 52 of 52 Letter Names AND Distinguishes 26 of 26 Letter Sounds AND Understands 21 of 21 Concepts of Print AND <b>MATH:</b> 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.
GOOD CAUSE EXEMPTION	
Criterion #2 Alternative Assessment	Scores at the 40 <sup>th</sup> percentile or greater on the NWEA Reading AND Math grade level Assessment.
Criterion #3 Alternative Assessment	<b>READING:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Phonemic Awareness, Phonics, High-Frequency Words, Blending Words, and Listening Comprehension sections (pages 59-73) AND <b>MATH:</b> Scores 70% or greater on Houghton Mifflin Harcourt Florida Go Math! Florida Standards End of Year Assessment
Criterion #4 Alternative Assessment	Scores Instructional Reading Level B or greater on the Benchmark Assessment System (BAS).
Criterion #5 Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in Kindergarten.
Criterion #6 ESE Alternate Assessment	Student working at his/her current potential successfully and is demonstrating continuous progress on the IEP making progress towards mastery of the Florida Access Points.
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 Intervention through Rtl Process	Student receives intensive Tier 2 or Tier 3 intervention through the Rtl process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). 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.

<b>FIRST GRADE PROMOTION CRITERIA</b>	
Criterion #1	<b>READING:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-15, pages 81-91) AND <b>MATH:</b> Scores 70% or greater on Houghton Mifflin Harcourt Florida Go Math! Florida Standards End of Year Assessment
<b>GOOD CAUSE EXEMPTION</b>	
Criterion #2 Alternative Assessment	Scores at the 40 <sup>th</sup> percentile or greater on the NWEA Reading AND Math grade level Assessments.
Criterion #3 Alternative Assessment	Scores Instructional Reading Level I 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-1 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5 ESE Alternate Assessment	Student working at his/her current potential successfully and is demonstrating continuous progress on the IEP making progress towards mastery of the Florida Access Points.
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 a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-1.
Criterion #8 Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). 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.

<b>SECOND GRADE PROMOTION CRITERIA</b>	
Criterion #1	<p><b>READING:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-20, pages 133-150)</p> <p><b>AND</b></p> <p><b>MATH:</b> Scores 70% or greater on Houghton Mifflin Harcourt Florida Go Math! Florida Standards End of Year Assessment.</p>
<b>GOOD CAUSE EXEMPTION</b>	
Criterion #2 Alternative Assessment	Scores at the 40 <sup>th</sup> percentile or greater on the NWEA Reading, Language Arts AND Math grade level Assessments.
Criterion #3 Alternative Assessment	Scores Instructional Reading Level M 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-2 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #5 ESE Alternate Assessment	Student working at his/her current potential successfully and is demonstrating continuous progress on the IEP making progress towards mastery of the Florida Access Points.
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 a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-2.
Criterion #8 Intervention through Rtl Process	Student receives intensive Tier 2 or Tier 3 intervention through the Rtl process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). 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.



<b>THIRD GRADE PROMOTION CRITERIA</b>	
Criterion #1	Scores at Level 2 or greater on the Florida Standards Assessment for English Language Arts and Mathematics
<b>GOOD CAUSE EXEMPTION</b>	
Criterion #2 Alternative Assessment	Scores at the 40 <sup>th</sup> percentile or greater on the NWEA Reading, Language Arts AND Math grade level assessments.
Criterion #3 Alternative Assessment	<b>READING:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section AND <b>MATH:</b> Scores 70% or greater on Houghton Mifflin Harcourt Florida Go Math! Florida Standards End of Year Assessment.
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 the IEP making progress towards mastery of the Florida Standards. B. Consideration for promotion of ESE students who are pursuing Florida Standards Access Points will be made on the basis of 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 a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-3.
Criterion #8 Intervention through Rtl Process	Student receives intensive Tier 2 or Tier 3 intervention through the Rtl process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). 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.

<b>FOURTH GRADE PROMOTION CRITERIA</b>	
Criterion #1	Scores at Level 2 or greater on the Florida Standards Assessment for English Language Arts AND Mathematics
<b>GOOD CAUSE EXEMPTION</b>	
Criterion #2 Alternative Assessment	<b>READING:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 147-169). AND <b>MATH:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test.
Criterion #3 Alternative Assessment	Scores at the 40 <sup>th</sup> percentile or greater on the NWEA Reading, Language Arts AND Math grade level assessments.
Criterion #4 Alternative Assessment	<b>READING:</b> Scores Instructional Reading Level S or greater on the Benchmark Assessment System (BAS). AND <b>MATH:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
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	A. Student working at his/her current potential successfully and is demonstrating continuous progress on the IEP making progress towards mastery of the Florida Standards. B. Consideration for promotion of ESE students who are pursuing Florida Standards Access Points will be made on the basis of 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 #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 a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-4.
Criterion #9 Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). 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.

<b>FIFTH GRADE PROMOTION CRITERIA</b>	
Criterion #1	Scores at Level 2 or greater on the Florida Standards Assessment for English Language Arts AND Mathematics
<b>GOOD CAUSE EXEMPTION</b>	
Criterion #2 Alternative Assessment	<b>READING:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 151-178). AND <b>MATH:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Go Math! Mathematics Florida Standards End of Year Test.
Criterion #3 Alternative Assessment	Scores at the 40 <sup>th</sup> percentile or greater on the NWEA Reading, Language Arts AND Math grade level assessments.
Criterion #4 Alternative Assessment	<b>READING:</b> Scores Instructional Reading Level V or greater on the Benchmark Assessment System (BAS). AND <b>MATH:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Go Math! Common Core Benchmark Test A or B.
Criterion #5 Previous Retention	Student has received intensive reading and/or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.
Criterion #6 ESE Alternate Assessment	A. Student working at his/her current potential successfully and is demonstrating continuous progress on the IEP making progress towards mastery of the Florida Standards. B. Consideration for promotion of ESE students who are pursuing Florida Standards Access Points will be made on the basis of 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 #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 a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive instruction for more than two years, and was previously retained in grades K-5.
Criterion #9 Intervention through Rtl Process	Student receives intensive Tier 2 or Tier 3 intervention through the Rtl process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). 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 <b>ONE</b> core* course based on annual grade.	<b>Conditional Promotion</b> <i>Student must pass the failed course in a summer recovery program or the next school year.</i>
Student fails <b>TWO</b> core* courses based on annual grades.	<b>Conditional Promotion</b> <i>Student must pass the failed courses in a summer recovery program or the next school year.</i>
Student fails <b>THREE</b> core* courses based on annual grades.	<b>Retention</b> <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>

\*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 8<sup>th</sup> grade to the 9<sup>th</sup> grade.*

9 <sup>th</sup> – 12 <sup>th</sup> GRADES		
CREDITS EARNED	STATUS	GRADE LEVEL
0 – 6 credits	Freshman	9 <sup>th</sup> Grade
6.5 – 12 credits	Sophomore	10 <sup>th</sup> Grade
12.5 – 18 credits	Junior	11 <sup>th</sup> Grade
18+ credits	Senior	12 <sup>th</sup> 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 the 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	
<b>Student Signature</b>	<b>Legal Guardian Signature</b>	<b>School Administrator</b>

## 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.”

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# Ahfachkee School

## “Home of the Warriors”

### Ahfachkee School Student/ Parent Handbook 2020-2021

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

Please note the following changes.

- Eliminate Pre-K page 10
- Seat belt on bus page 15
- Virtual learning page 15
- Influenza page 35

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Parent/Guardian Signature

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Student Name (Please Print)

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Date

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Date