



Havasupai Elementary School Board

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President: Dinolene Kaska Vice President: Tammy Grounds

Members: Emanuel Manakaja, Javarya Wescogame

MINUTES

SCHOOL BOARD SPECIAL MEETING

DATE: 09-23-25 @ 5pm

Join Zoom Meeting

<https://wested.zoom.us/j/92224243498>

Meeting ID: 922 2424 3498

One tap mobile

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WELCOME

CALL TO ORDER @5:16pm

SCHOOL BOARD ROLL CALL Present: J. Wescogame, E. Manakaja, D. Kaska (Quorum).

Absent – T. Grounds

ADOPTION OF AGENDA – Motion to adapt agenda J. Wescogame. 2nd by E. Manakaja.

Vote: 2 Yes, 1 Abstain, 1 Absent

- Richelle Etsitty – BIE presentation for addendum to student handbook.
- Question from President Kaska regarding the appeal process. Ms. Etsitty re-shared the appeal process for retention.
- Question from President Kaska if the school board can be part of the process before an appeal through the use of concurrence.
- E. Manakaja yields his floor to community members.
- Ms. Carrie Sinyella – parents should be notified before Tier 2 is implemented
- Ms. Laurie Frans-Addendum adoption is an issue of trust between community and BIE. As an IDEA Director for the Havasupai tribe, she is seeing lots of improvement at the school.
- President Kaska made recommendation to include in addendum that parents can bring advocates to meetings regarding MTT\$ and retention meeting.
- Ms. Etsitty clarified that this is included in the MT\$\$ team language. She clarified that the Student Success Team is not the same as the MT\$\$ team.
- E. Manakaja motion to allow the School Board president to vote on Addendum. 2nd by J. Wescogame. Vote: 2 Yes, 1 Absent, 1 Abstain
- J. Wescogame made a motion to approve the addendum for 2025-2026.
- Vote: 1 Yes, 1 No, 1 Abstain. Motion is not passed.
- J. Wescogame motion to adjourn meeting. E. Manakaja second. Vote: 2 Yes, 1 Absent, 1 Abstain.
- Dr. Jojola will approve the addendum to be included in the student handbook.
- Meeting adjourned at 6:23pm.

2025-2026 STUDENT HANDBOOK

ADDENDUM A

This addendum is effective upon EPA approval and School Board concurrence.

Dr. Tracia Jojola
Education Program Administrator

Dinolene Kaska
School Board President

Reports Cards

Report cards are mailed or hand-delivered to parents or guardians at the end of each nine-week grading period. Report cards will be distributed at the end of each grading period.

Students will be graded on one of the following grading scales:

1. Standard K-8 Grading Scale

| | | | |
|----------------|---|---------------|---------|
| Pass | P | 100% | Passing |
| Excellent | A | 90.0% – 99.9% | Passing |
| Good | B | 80.0% – 89.9% | Passing |
| Satisfactory | C | 70.0% – 79.9% | Passing |
| Unsatisfactory | D | 60.0% – 69.9% | Passing |
| Failing | F | 00.0% – 59.9% | Failing |
| Incomplete | I | 00.0% – 59.9% | Failing |

2. Alternative Grading Scale

| | | |
|-------------------------|----|---------|
| Exceeds Expectation | EE | Passing |
| Mets Expectation | M | Passing |
| Approaches Expectation | AE | Passing |
| Falls Below Expectation | FE | Failing |

Grades are based upon student mastery of prescribed objectives. At the beginning of each grading period, each teacher will provide information on how each grade will be calculated. Modifications to the grading system may be made for students with disabilities, as determined by each students' IEP team.

Multi-Tiered System of Support (MTSS)

Havasupai Elementary School uses a Multi-Tiered System of Supports (MTSS) to help all students succeed. MTSS is a framework that provides different levels of academic, behavioral, and social-emotional support depending on each child's needs.

a. Tier 1 (Universal Supports)

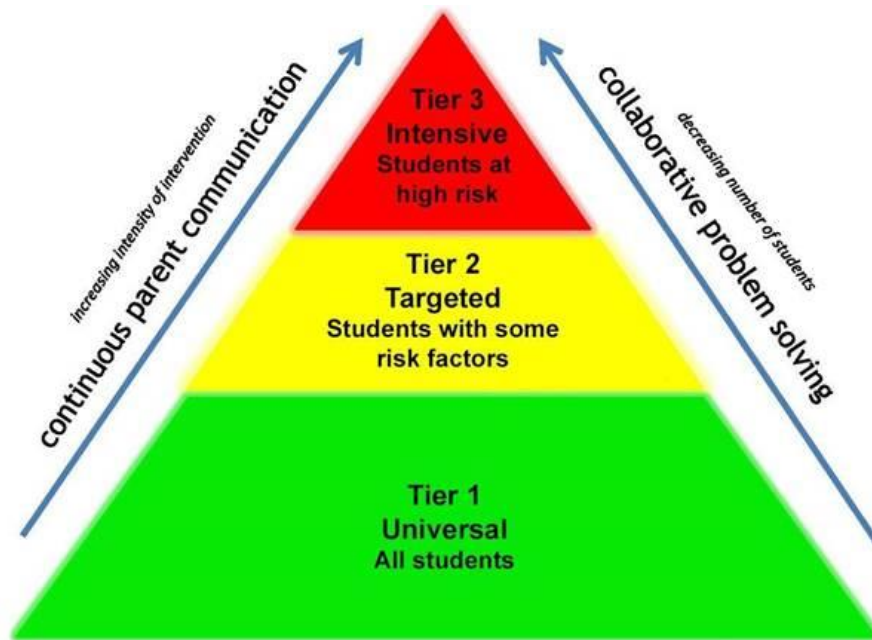
- o Core instruction and classroom supports are provided to all students.
- o Benchmark assessments and classroom data are reviewed regularly.

b. Tier 2 (Targeted Supports)

- o Teachers implement Tier 2 interventions such as small-group instruction, supplemental programs, or behavior support plans.
- o Progress monitoring occurs every 2–3 weeks.
- o Students who show difficulty by mid-year (end of 2nd grading period) are flagged as “at risk of retention.”
- o Parents are notified in writing and invited to a conference.

c. Tier 3 (Intensive Supports)

- o If students show limited progress after Tier 2, they move to Tier 3 interventions.
- o Supports may include individualized instruction, one-on-one interventions, or specialized services.
- o Data is reviewed by the MTSS team.
- o If progress remains insufficient, the teacher may submit a formal recommendation for retention.



The MTSS team minimally includes the Principal (or designee), classroom teacher(s), school counselor, special education teacher (if the student has an IEP), and parent/guardian.

Promotion & Retention

A student is promoted or advanced to the next grade level when they meet grade-level objectives in core subjects (reading, writing, and mathematics), attend school regularly, and demonstrate readiness for the next grade level.

As stated in 25 C.F.R. § 36.31, a student shall not be promoted if he or she fails to participate in at least 160 instructional days per academic term or 80 instructional days per semester without a

written excused absence. A student may only advance and have participated in fewer than the specified number of instructional days if he or she has excused absences and/or has participated in an approved alternative instructional method or program.

If a student has a compelling reason or extenuating circumstances that sufficiently explain absences, then the School Success Committee may review a promotion decision on a case-by-case basis.

Retention is a Tier 3 intensive intervention and is never the first step in providing support. Retention is only considered only after all other Tier 2 and Tier 3 supports have been exhausted.

A student may be considered for retention if one or more of the following apply after MTSS Tier 1 and Tier 2 supports have been exhausted:

- a. Poor Academic Performance - Persistent difficulty in meeting grade-level objectives in core subject areas (reading, writing, and mathematics) despite targeted interventions.
- b. Excessive Absences - Failing to participate in at least 160 instructional days per academic term or 80 instructional days per semester without a written excused absence or participation in an alternative instructional method or program. See 25 C.F.R. § 36.31.
- c. Other circumstances - Social, emotional, or developmental concerns identified by the MTSS team or recommendation by specialists (e.g., counselor, psychologist, interventionist). A student with multiple retentions and who is well over elementary school age (15 years or older) may be considered for alternative admission to middle school or high school.

Students with disabilities who have an Individualized Education Plan (IEP) will be considered in accordance with the Individuals with Disabilities Education Act (IDEA).

| Timeline | Key Actions |
|-----------|---|
| Quarter 1 | <p data-bbox="228 241 797 275">Beginning of the Year & Early Interventions</p> <ul data-bbox="277 285 1442 491" style="list-style-type: none"> <li data-bbox="277 285 1252 319">• Teachers deliver Tier 1 instruction (core curriculum, universal supports). <li data-bbox="277 327 1247 361">• Benchmark assessments are administered, and baseline data is collected. <li data-bbox="277 369 1442 403">• Teachers identify students showing early academic, attendance, or behavioral concerns. <li data-bbox="277 411 1393 445">• Begin Tier 2 interventions as needed (small-group supports, supplemental practice). <li data-bbox="277 453 1370 487">• Parents are informed of initial concerns during the first parent-teacher conference. |
| Quarter 2 | <p data-bbox="228 508 721 541">Monitoring & “At Risk” Identification</p> <ul data-bbox="277 552 1360 758" style="list-style-type: none"> <li data-bbox="277 552 902 585">• Teachers continue Tier 1 and Tier 2 supports. <li data-bbox="277 594 902 627">• Progress monitoring occurs every 2–3 weeks. <li data-bbox="277 636 1360 669">• By the end of Quarter 2, teachers formally identify students “at risk of retention.” <li data-bbox="277 678 865 711">• Written At-Risk Notification is sent home. <li data-bbox="277 720 959 753">• Documentation of interventions begins/continues. |
| Quarter 3 | <p data-bbox="228 774 597 808">Targeted Intervention Period</p> <ul data-bbox="277 819 1544 1320" style="list-style-type: none"> <li data-bbox="277 819 1409 932">• MTSS Team meeting is held to review the student’s academic mastery of objectives, attendance, progress monitoring, and the supports provided. The team then creates an intervention plan. <li data-bbox="277 940 959 974">• Documentation of interventions begins/continues. <li data-bbox="277 982 1214 1016">• Students receive Tier 2 or Tier 3 interventions based on progress data. <li data-bbox="277 1024 1052 1058">• MTSS Team monitors student progress every 2–3 weeks. <li data-bbox="277 1066 846 1100">• Parents receive regular progress updates. <li data-bbox="277 1108 1544 1276">• By the end of Quarter 3, a teacher may submit a Retention Recommendation Packet if a student shows insufficient growth despite supports. A Retention Recommendation Packet must include academic records, attendance reports, intervention logs (Tier 1-Tier 3), and parent communication records. <li data-bbox="277 1285 1154 1318">• Written Notification of Retention Recommendation is sent home. |
| Quarter 4 | <p data-bbox="228 1337 553 1371">Final Review & Decision</p> <ul data-bbox="277 1381 1511 1835" style="list-style-type: none"> <li data-bbox="277 1381 1463 1495">• A Student Success Team meet to review the Retention Recommendation Packet. Student Success Team minimally includes the principal, general education teacher, counselor and parent/guardian. <li data-bbox="277 1503 1511 1579">• The Student Success Team evaluates whether all MTSS tiers were implemented with fidelity and determines if retention is in the student’s best interest. <li data-bbox="277 1587 1495 1663">• The principal, in consultation with the Student Success Team, makes the final promotion or retention decision. <li data-bbox="277 1671 1390 1705">• Parents are notified in writing no later than two weeks before the last day of school. <li data-bbox="277 1713 1495 1747">• If parents wish to appeal, they must do so in writing within 10 business days of notification. <li data-bbox="277 1755 1511 1835">• The Education Program Administrator reviews the appeal and issues the final decision within 10 business days. |