

***Choctaw Central High School***

***Choctaw Central Middle School***

**PARENT AND STUDENT  
HANDBOOK**

**School Year 2018-19**

**Choctaw Tribal Schools**

**Mississippi Band of Choctaw Indians**

Approved as Policy by the Choctaw Tribal Council

April 10, 2018

You can find us on the internet at

**[www.choctawtribalschools.com](http://www.choctawtribalschools.com)**

***Mississippi Band of Choctaw Indians***

Phylliss J. Anderson, Tribal Chief

***Choctaw Tribal Council***

Bogue Chitto

Roderick Bell  
Davita McClelland  
\*Kendall Wallace

Pearl River

\*\*Deborah Martin  
Barry McMillan  
Lola Parkerson

Bogue Homa

\*Berdie Steve

Red Water

Richard Isaac  
\*Sharon Johnson

Crystal Ridge

\*Christopher Eaves

Standing Pine

Loriann Ahshapanek  
\*Richard Sockey

Conehatta

Randy Anderson  
Tarina Anderson  
\*Hilda Nickey

Tucker

Wilma Simpson-McMillan  
\*Dorothy Wilson

\*Members of the Tribal Council Committee on Education  
\*\*Chairperson of the Tribal Council Committee on Education

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David Germany, Director, Department of Schools  
P. O. Box 6008  
122 Department of Schools Drive  
Choctaw, MS 39350  
Phone 601-650-7302 Fax 601-656-9454**

**Bogue Chitto Elementary School  
13241 Highway 491 North  
Philadelphia, MS 39350  
Phone 601-389-1000 Fax 389-1002  
Principal: Jammy Davis**

**Standing Pine Elementary School  
538 Highway 487 East  
Carthage, MS 39051  
Phone 601-267-9225 Fax 267-9129  
Principal: Linda Peoples**

**Conehatta Elementary School  
851 Tushka Drive  
Conehatta, MS 39057  
Phone 601-775-8254 Fax 775-9229  
Principal: Brian Parkman**

**Tucker Elementary School  
126 East Tucker Circle  
Philadelphia, MS 39350  
Phone 601-650-9039 Fax 656-8775  
Principal: Lari York**

**Pearl River Elementary School  
470 Industrial Road  
Choctaw, MS 39350  
Phone 601-656-9051 Fax 656-9054  
Principal: Suzanne Hyatt**

**Choctaw Central Middle School  
150 Recreation Road  
Choctaw, MS 39350  
Phone 601-663-7777 Fax 656-1558  
Principal: Bruce Burns**

**Red Water Elementary School  
107 Braves Blvd.  
Carthage, MS 39051  
Phone 601-267-8500 Fax 267-5193  
Principal: Robert Eiland**

**Choctaw Central High School  
150 Recreation Road  
Choctaw, MS 39350  
Phone 601-663-7777 Fax 663-7776  
Principal: Fred Hickmon**

**Occupational Training Center  
404 Industrial Road, Suite 2  
Choctaw, MS 39350  
Phone 601-663-7801 Fax 663-7814  
CCHS Asst. Principal: Liddia Hughes**

**Choctaw Virtual Learning Center  
390 Industrial Road  
Choctaw, MS 39350  
Phone 601-663-7928  
CCHS Asst. Principal: Gene Cliburn**

## Organizational Directory

The administrative head of the Choctaw Tribal School System is the Tribal Chief of the Mississippi Band of Choctaw Indians. The Tribal Council, particularly through the Committee on Education, determines policy for the Department of Schools and empowers the Director of Education and the Director of Schools to execute policy and provide leadership and management for the school system. The Department of Schools maintains a strong support office to provide technical coordination of all school services. Each local school is led by a Principal who handles the day-to-day supervision of all facets of local school operation. At each school, the Local Advisory Committee On Schools (LACOS) serves as a board of parents/guardians and interested community members who meet with the local school administration on a monthly basis in an advisory capacity for the hiring of school employees and the discussion of all aspects of the school program.

Director of Education.....	601-650-1596
Director of Schools .....	650-7302
Department of Schools .....	650-7302
School Business Office.....	650-7302
Exceptional Education Office.....	663-7643
District Registrar's Office.....	650-7371/650-7322
District Food Services Office .....	656-0766
District Maintenance Office.....	656-6612
District Transportation Office .....	650-9211
Parent/Education Center .....	656-5724
Bogue Chitto Elementary.....	389-1000
Conehatta Elementary.....	775-8254
Pearl River Elementary.....	656-9061
Red Water Elementary .....	267-8500
Standing Pine Elementary .....	267-9225
Tucker Elementary .....	656-8775
Choctaw Central Middle School .....	663-7777
Choctaw Central High School .....	663-7777
Occupational Training Center.....	663-7801
Choctaw Virtual Learning Center.....	663-7928
Tribal Office .....	656-5251
Tribal Insurance Office .....	650-1579

If your phone call is not an emergency, please leave a message and the school staff member you need to reach will get back with you. If the call is an **EMERGENCY**, please continue to call until you reach someone. In the case of school closure, several schools have emergency message systems on their telephone system which will allow you to access important information. Please contact your local school for more information on how to sign up for the local school messenger system.

**This handbook applies to Choctaw Central Middle School and Choctaw Central High School, including all school/program/athletic activities held during non-instructional times (after school, evenings, weekends, and holidays), and including all school/program/athletic activities during all summer programs.**

## **OUR MOTTO, VISION AND GOALS**

### ***Our Motto***

**Alla Momat Ikkana Chih**  
(All Children Will Learn)

### ***Our Vision***

In the pursuit of excellence and believing that Alla momat ikkana chih; “all children will learn.” Choctaw Tribal Schools strive to become exemplary and preeminent schools which inspire, challenge, and empower students and staff for success in a globally competitive society.

### ***Our Purpose***

The Choctaw Tribal School System, in partnership with the families and communities, will educate and inspire all students to become responsible, contributing citizens of the global community.

### ***Our Goals***

- Increase the rigor of the curriculum and assessment system and the use of technology
- Raise achievement levels for all students and close the gap between district and national achievement levels
- Develop cultural pride and demonstrate knowledge of their language and cultural heritage
- Reduce dropout rate by 50% and increase graduation rate
- Maintain a school campus where students are safe and parents feel welcomed, informed, and involved

### ***Believing all children will learn; we commit to . . .***

- Creating an educational environment that will challenge, inspire and excite students
- Preparing all students to reach their full potential
- Creating a positive school climate that is fostered by caring individuals who model respect and set high expectations for students
- Providing instruction and activities for the development of mental, physical, social and emotional well-being of students

## HISTORY

The Choctaw Indian Reservation consists of 35,000 acres of trust land scattered over seven counties in east central Mississippi. The over 10,000 members of the Mississippi Band of Choctaw Indians live in the eight reservation communities of Bogue Chitto, Bogue Homa, Conehatta, Crystal Ridge, Pearl River, (the site of tribal headquarters, the industrial park, Pearl River Resort, the health center/hospital, and other tribal services), Red Water, Standing Pine, and Tucker.

Members of the Mississippi Band of Choctaw Indians are descendants of the proud Choctaw individuals who refused to be removed to Oklahoma in the 1830's. For nearly 150 years, most Mississippi Choctaws lived in isolation and poverty with little or no access to education. No schools existed for Choctaw students prior to the 1920's and 1930's, when the Bureau of Indian Affairs built elementary schools. Choctaw Central High School was constructed in 1963. Before that time, segregation prohibited attendance by Choctaw students in either the black or white Mississippi public schools. Choctaw students who wished to attend high school had to attend federal boarding schools in North Carolina, Oklahoma, or Kansas: Few did so. Most tribal members worked as sharecroppers or agricultural laborers and were only seasonally employed. Virtually all tribal business was managed by the Bureau of Indian Affairs and Indian Health Service officials.

In the mid-1960's, the tribe determined to improve its circumstances and began to work toward economic and governmental independence. Tribal leadership provided by the Tribal Chief and the seventeen-member Tribal Council (representatives elected from each of the Choctaw communities) has enabled the establishment of a centralized system of self-government that provides comprehensive health, education, social, law enforcement, courts, housing, and economic development services.

In the 1980's the U.S. Congress passed two significant laws that opened the door for the Tribe to take control of its own educational programs – the Indian Self-Determination Act (PL 93-638) and the Tribally Controlled Schools Act (PL 100-297). In 1988, with the Choctaw Tribal Council as the official school board, the Tribe contracted from the Bureau of Indian Affairs all operations of the tribal schools and today continues to administer the schools as a BIA grant-funded school system, the largest unified reservation school system in the country – six elementary schools, a middle school, and a high school. The school system reports administratively to the South and Eastern States Education Office of the Bureau of Indian Education in Nashville, Tennessee, and to the office of the BIE Director in Washington, D.C. The Bureau of Indian Education is considered a “state” education agency by the U.S. Department of Education. The Choctaw Tribal Schools must fully comply with all federal requirements for No Child Left Behind, special education, and other federal programs. As Bureau of Indian Education funded schools, enrollment in the Tribal Schools is limited to students who hold a BIA Certificate of Degree of Indian Blood of at least one-quarter.

## Halitoh!

Holissoh ápisa ilappak falamat hash áyalaká yakókih oklilah. Hapi náyoppah okle  
chipesakat.

Chahta Immi hicha Chahta annopa átokma okchalichih bannat oklah kil atoksalechi.

Hello!

We say thank you for choosing to come back to this school. We are happy to see you.  
Let us work on keeping our Choctaw culture and Choctaw language alive.

We are the schools of the Mississippi Band of Choctaw Indians, and we are deeply proud of the unique heritage that is ours. Our schools are important places for learning about grammar, reading, mathematics, science, social studies, the arts, and sportsmanship. But they are also very important places for learning about the Choctaw language and culture. We hope that every person associated with the Choctaw Tribal School System – students and staff, tribal members and non-tribal members – will all learn together about our rich Choctaw past, our vibrant Choctaw present, and our bright and shining Choctaw future!

The following is the “Pledge of Allegiance” in the Choctaw language:

United States of America ì shapha hicha im áyalhtoka ya im áyalhilih,  
Ná miya yakómika ohikíyah átoko,  
Yakni moyyót Chihówa inotákah,  
Itti filammichi iksho,  
Oklah moyyóma kat yoka kiyoh,  
Hicha ná ittim áyalhpisáchih.

*(We thank the Choctaw Language Program for providing these Choctaw translations.)*



Choctaw Tribal Schools  
 2018-2019 School Calendar  
 210 Contract Period – August 6, 2018, to May 24, 2019

**First Semester** (90 instructional days)

Aug. 6-7 – Staff Work Days / District Mtg.  
 Aug. 8 – Students’ First Day  
 Aug. 10 – Nanih Waiya Day  
 Sep. 3 – Labor Day  
 Sep. 12 – 1st Term Progress Reports  
 Sep. 28 – American Indian Day  
 Oct. 12 – End 1st Term (45 Days)  
 Oct. 15 – Begin 2nd Term  
 Oct. 26 – Prof. Dev. Day (No Students)  
 Nov. 12 – Veterans Day  
 Nov. 14 – 2nd Term Progress Reports  
 Nov. 21-23 – Thanksgiving Holidays  
 Dec. 21 – 60% Day for Students  
 Dec. 21 – End 2nd Term (45 Days)  
 Dec. 24 – Jan. 4 – Christmas / New Year

**Second Semester** (90 instructional days)

Jan. 7 – Begin 3rd Term  
 Jan. 21 – M L King Holiday  
 Feb. 6 – 3rd Term Progress Reports  
 Feb. 18 – Presidents’ Day  
 Mar. 8 – End 3rd Term (43 Days)  
 Mar. 11-15 – Spring Holidays  
 Mar. 18 – Begin 4th Term  
 Apr. 19-22 – Easter Holidays  
 Apr. 17 – 4th Term Progress Reports  
 May 21 – CCHS Graduation  
 May 23 – 60% Day for Students  
 May 23 – End 4th Term (47 Days)  
 May 24 – Staff Work Day

11	Federal/Tribal Holidays
15	School Holidays
4	Staff Work Days / Professional Development
180	Instructional Days
210	Total Employee Contract Days

The following are 60% days for students so that staff may engage in Professional Development:  
 Aug. 29, Sep. 26, Nov. 28, Jan. 30, Feb. 27, Mar. 27

## I. SCHOOL ATTENDANCE

### A. Length of School Day

At the Middle School and High School, the school day begins at 7:55 a.m. with breakfast served from 7:30 a.m. until 7:50 a.m. At the Middle School and High School the school day ends at 3:15 p.m. In grades 7-8, the After School Program runs from dismissal until 4:30 p.m., Monday through Thursday. There are no after school programs on Friday.

At Choctaw Central High School, seniors who have earned 20 or more credits before the beginning of their senior year may be allowed to end their school day after attending first through fourth periods (12:00 noon). Parents/guardians of such students must appear in person before the CCHS Principal to sign written permission for their child to leave school at the end of fourth period each day. Students are responsible for their own transportation and are not allowed to remain on campus after their approved end-of-day time. Students are encouraged to use this early dismissal as an opportunity to seek employment, career training, dual enrollment in community college, or other advancement options.

### B. Compulsory Attendance

1. Children who are age five (5) by September 1 and who have not attained the age of eighteen years on or before September 1 of the calendar year are mandated by tribal law to be in school.
2. According to the Choctaw Tribal Code Section 3-3-36, any parent, guardian, or custodian of a compulsory-school-age child who fails to send a child to school may be subject to fines and/or imprisonment. This also applies to Pre-K students when parents elect to enroll their child in the school program.
3. If the compulsory-school-age child has not been enrolled in school within 15 calendar days after the first day of the school year for the Choctaw Tribal Schools or such child has accumulated five (5) unexcused absences at any time during the school year, the school staff will report such truancy to the School Attendance Officer and to Choctaw Social Services, if deemed appropriate. All reports of children not in school will be made to the principal. The principal or designated personnel will be responsible for assuring that the parent, guardian, or custodian of the child is contacted in person. The person visiting the home will keep a record of these visits which will include information concerning the child and all conversations with the parent, guardian, or custodian.

### C. School Attendance Officer

The School Attendance Officer shall perform the following responsibilities:

The School Attendance Officer will investigate absence reports and shall have the following responsibilities:

1. Receive referrals from appropriate school officials, community agencies, and tribal members of compulsory-school-age children not attending school.
2. Investigate all cases of nonattendance and unlawful absences by compulsory-school-age children not enrolled in school.
3. Cooperate with public and tribal agencies or other courts of competent jurisdiction to assure that the Compulsory Attendance Code is enforced equally for reservation families whose children are enrolled in tribal, public, or private schools.
4. Take responsible for filing a petition with the tribal Court when attendance issues are not resolved with compulsory-school-age students. Attendance issues include students who are regularly tardy,

check-in late to school for unexcused reasons and check-out early for unexcused reasons. Not being in school for unexcused reasons means a student is truant.

5. Record home visits and any other correspondence to parent, guardian, or custodian of a compulsory-school-age child in the school data-base system.
6. Communicate with parent/guardian or truant student within two (2) weeks of the school referral and file a petition with the tribal court within one (1) week after contact, if any additional unexcused absences occur. In addition, run daily reports to file immediate petitions when a student has additional unexcused absences.
7. Communicate bi-weekly with each school principal to discuss attendance issues.
8. Prepare a monthly report of petitions filed to the court to give each school principal and then update status of each of the petitions on future monthly reports to the principal.
9. Prepare a **Monthly report** of all excessive absences (without the names of students listed) and submit to the Director of Schools and/or to the Chairperson for the Tribal Council Committee on Education, as requested.
10. The School Attendance Officer has legal authority to detain a student who is away from school without authorization and to hold that student until parents/guardians or Law Enforcement arrives to pick-up the child.

#### D. Absence from School

A student is expected to attend school on the days that school is open. When the student must be absent from school, the student must make up the work missed within three school days, unless the absence was an extended one and the time framed for completion of the work will be given to the student. Students who are nineteen years of age or over will be removed from the school roll and encouraged to pursue alternate forms of education if they are failing or not attending school. This will not be done, however, until the school has notified both the parent/guardian and the student. The Principal or the Principal's designee will perform a documented attempt to make this notification in person at the student's residence. Students with disabilities may continue their enrollment at Choctaw Central High School based on the placement decision of their IEP Committee until they reach the age of 21.

Approved school activities allow for the school to count the student present. Such activities may include field trips, athletic contests, student conventions, musical festivals, science fairs, academic competitions, and similar activities. These times away from school do not count toward a student's number of absences for the semester or year. Students are given opportunity to make up all work in the same time frame as classmates. If work is not made up in a timely manner, the teacher must assign a "zero" for incomplete work.

#### Excused Absences

If your child is going to be absent from school please call the office before 8:30 a.m. or notify the school in advance when you know your child will miss for approved reasons. We are required to document the reason for every student absence; therefore, calls or home visits will be made to the homes of those students whose parents/guardians have not called or notified the school in writing regarding their child's absence. Approved absences are outlined below. All other absences will be recorded as unexcused. When the student must be absent from school, the parents must provide proof of an excused absence as outlined below:

1. **Medical (No more than 9 days)** - A medical absence is defined as any absence resulting from illness, injury, or medical/dental appointment. All medical absences must be supported by a medical note from a doctor. After nine (9) medically excused days from a doctor during the school year, a letter will be required to verify the medical condition of the student to support further excused absences. Medical isolation, as ordered by a health official and homebound status fall under medical absence. Refer to homebound service information under *Student Services*

2. **Serious illness/Death in the immediate family (3 days)** – Students are allowed three (3) excused days of absence in the event of a serious illness or death of a student’s immediate family member. The immediate family is defined as children, spouse, grandparents, parents, or brothers and sisters, including stepbrothers and stepsisters. Any days past the three (3) excused days will fall under parental excuses if a student has not already been absent those days in a semester. If a student has exceeded the number of allowable notes from a parent, then those days will be counted as unexcused absences.
3. **Parental (6 days)** – Students shall be allowed three (3) excused days per semester in which a parent can request an excuse for the student’s absence from school. The note must be signed by the parent and include home and work phone numbers for verification. No more than three days in a semester will be excused based on parental notes. Parental notes must be received within three (3) days of the student’s return to school or they will be considered unexcused. All unexcused absences from school result in a grade of “zero” for the daily grade.
4. **Court Proceedings** – An absence is excused when it results from the attendance of the student at the proceedings of a court or an administrative tribunal if such child is a party to the action or under subpoena as witness. A copy of the subpoena or summons must be submitted to the school principal.
5. **Administrative Approval** - Other absences include any activity approved in advance by the principal or Director of School. These may include, but are not limited to, valid educational opportunity, educational travel, and religious events but must be approved before the absence occurs. Even though an absence is excused, these days are still counted as absences and all work must be made up within three days of a student’s return to school.

Documentation for all absences must be submitted within three (3) school days of a student’s return to school. Students may not wait until the end of the grading period to bring in excuses for earlier absences. If you are unsure of your child’s attendance status, please contact the school. We want to work with you to ensure all attendance is recorded properly. All missed work due to an excused reason must be made up within three (3) days of the students return to school. Even if the student has an excused absence, they may receive a grade of “zero” if they do not make up the work according to policy. Teachers will work with parents and students to ensure that they understand the grading policy and the timelines for makeup work.

### **Unexcused Absences**

- Absences due to Out-of-School Suspension will be considered as unexcused.
- Absences in which students are checked out from school without explanation will be recorded as unexcused.
- Absences in which students miss school with no parental notification to the school and which no medical excuse is provided will be recorded as unexcused.
- Any student with an unexcused absence will be given a grade of “zero” for any graded assignments or tests he or she missed during that period of absence.

### **Monitoring Student Attendance**

Any time when a student has three (3) unexcused absences and/or five (5) unexcused late checkins/checkouts to school, or has additional unexcused absences after the first referral, the classroom teacher must contact the guardian regarding the reason for the absences and refer the student’s name to the school counselor and/or staff assigned to monitor truancy. School truancy staff will refer the student’s name to the district attendance officer at any point during the school year when the student has five (5) unexcused absences and/or unexcused late check ins/checkouts which have accumulated to the same number of absences.

## **Student Absences**

1. All unexcused absences always receive a grade of “zero” for the daily grade. Makeup work will always be provided and graded by the teacher. If the absence is unexcused the student will receive a “zero” in the grade book. Students are encouraged to make up all work missed due to absences, whether excused or unexcused, in order to learn and keep up with all course requirements.
2. The school system will not participate in activities that require any student to miss more than twenty class periods or have more than five planned absences in the same class period in courses for which grades and/or units of credit are issued during the school year.
3. At Choctaw Central High School attendance records are maintained by class period. Accreditation with the Mississippi Department of Education requires a minimum of 130 hours of attendance for each course in which credit is granted.
4. The Choctaw Tribal School System and the Mississippi High School Activities Association requires that students participating in extracurricular activities, such as sports, band, cheerleading, Spring Festivals, and other school activities, must attend classes on the day of the activity.
5. Persons wishing to check a student out of school or remove a student from class must first get approval from the principal's or assistant principal's office. Approval will be granted only when the student's parent/guardian has given permission in writing, regardless of whether or not the student is eighteen years old or older. As long as an individual is a student enrolled in the tribal schools, parent/guardian permission is required for check-out. Any checkout for an unexcused reason results in a grade of “zero” for the daily grade.
6. Parents or guardians of students who are absent from school should contact the school principal or assistant principal each morning their children are absent, and send a written note upon the child's return to school.
7. Daily bus absentee and homeroom absentee reports will be maintained at each school. If a student is absent for two or more days, a home visit by the school liaison or the principal's designee will be made to the student's parent or guardian. This home-visit must be made and documented before the School Attendance Officer is contacted by the school.
8. When medical reasons make it necessary for a student to be absent from school for (10) ten or more consecutive school days, that student may be placed on a home-bound instructional program developed and implemented by the school principal, the school counselor, and the student's classroom teacher(s). A written recommendation by the student's physician is required before the student can be assigned home-bound status. The physician's statement should also include the date of expected return to school. Days away from school on approved home-bound status do not count as student absences if all documentation is obtained, approved and the student receives a wavier approval. Homebound students must keep up with all course requirements and maintain passing grades to obtain credit. These students will receive instruction from a certified teacher a minimum of five hours per week while on homebound status. Students with disabilities must have an IEP meeting before beginning homebound services and upon returning to school at the conclusion of those services. This would be considered a change in placement.
9. Absences Due to Student Suspension – Days missed due to Out-of-School Suspension are counted as unexcused. Students who are assigned to In-School Isolation are counted as “Present.”

E. Tardy

Punctuality and attendance are important to success in school. Tardiness to school and early checkout will be monitored closely. A student with continual tardiness to school or early checkouts which result in a partial day or whole day absence will be referred to the school attendance officer for unexcused time from school. These minutes can add up to unexcused half or whole day absences which would mandate a referral to the school attendance officer. Students are expected to be on time to school and classes. At Choctaw Central Middle School and Choctaw Central High School students are allowed ample time between classes. Students who are not in class when the tardy bell rings, will be considered tardy. Students with excessive unexcused tardies are subject to disciplinary action as outlined in the school discipline policy.

Referrals for tardiness are based on the overall recorded tardies of the student and not only tardies to individual classes.

Choctaw Central Middle School Tardy Discipline Procedures

Students are allowed four (4) minutes between classes. Students who are not in class when the tardy bell rings, will be considered tardy. Students are allowed a cumulative total of five (5) tardies for all classes for each nine week period. Action will be taken according to the following policy:

- 3<sup>rd</sup>-5<sup>th</sup> tardy – Parent/guardian will be notified via mail and/or phone call.
- 6<sup>th</sup> tardy – The student will receive one day of in-school suspension or paddling.
- 7<sup>th</sup> tardy – The student will receive two days of in-school suspension.
- 8<sup>th</sup> tardy – The student will receive three days of in-school suspension.
- 9<sup>th</sup> tardy or more – The student will receive one day of out-of-school suspension for every tardy after the 8<sup>th</sup> tardy. A parent conference will be required before student is admitted to school.

\*Students are NOT allowed to accumulate five (5) tardies for *each class* before disciplinary action is taken. Example: If a student is tardy for periods 1-7 on the first day of school they will receive two days of in-school suspension.

Choctaw Central High School Tardy Discipline Procedures

Students are allowed five (5) minutes between classes. Students who are not in class when the tardy bell rings, will be assigned a tardy. When a student has three cumulative tardies (whether excused or unexcused) in a nine weeks period a parent/guardian will be contacted regarding the tardy issue. Once a student accumulates a total of six (6) or more tardies in a nine weeks period, he or she will be subject to the following policy:

6 <sup>th</sup> tardy	The student will receive one day of in-school suspension, paddling or 1 hour of community service
9 <sup>th</sup> tardy	The student will receive three days of in-school suspension, paddling or 2 hours of community service.
12 <sup>th</sup> tardy	The student will receive three days of in-school suspension, paddling or 2 hours of community service.
15 <sup>th</sup> tardy	The student will receive three days of in-school suspension, paddling or 2 hours of community service.
16 <sup>th</sup> tardy	The student will receive one day of out-of-school suspension.
17 <sup>th</sup> tardy	The student will receive (1) day of out-of-school suspension for every (5) tardies thereafter.

Community service will be at the principal's discretion and with full cooperation of the parent/guardian. If tardiness persists, student will be placed on Disciplinary Ladder Step 3. In addition, the student's name will be referred to the School Attendance Officer with a print out of how tardiness and early

checkout are impacting overall attendance and school performance. Tardiness and early checkouts can calculate into partial or whole day absences and therefore will be referred to the School Attendance officer.

#### F. Hall Passes

1. Students should tend to personal matters during break time. If a student must see the counselor, principal, or other staff then he or she should do so during a break time, or at the end of a class with the teacher's permission. Teachers are not to send students directly to the nurse or counselor except in the case of an emergency.
2. No student should be in the hall at any time without a pass. Also, no high school student is to be in the middle school building at any time, nor middle school student in the high school without permission from the office.

#### H. Inclement Weather

There may be days that weather conditions will not permit schools to be open. On these occasions the Office of the Tribal Chief and the Director of Education will be responsible for making the decision to close school. Announcements of school closings will be made on the local radio and television stations as well as to families through the school's emergency messenger system. On the days that weather conditions change for the worse after students are in school, the Office of the Tribal Chief will make the decision if school will be closing.

### III. SCHOOL ENROLLMENT

#### A. Documents

##### **Eligibility for Enrollment**

To be eligible to enroll in the Choctaw Tribal Schools a student must be at least  $\frac{1}{4}$  degree of Indian blood as verified by a valid Certificate of Degree of Indian Blood. Students who do not meet this requirement may receive a provisional enrollment status only after approval through the tribal education committee. Students who do not meet the enrollment eligibility requirements should not be enrolled but referred to the District Registrar to file for permission for the provisional enrollment. Any student who has faced an expulsion or suspension in another school district must complete the expulsion and/or suspension before they will be allowed to enter the Choctaw Tribal School System.

According to BIE ISEP regulations, no student who has reached his or her twenty-first birthday may enroll or re-enroll in any programs at Choctaw Central High School, including the Virtual Learning Center. However, a student who has enrolled before his or her twenty-first birthday may continue completion of the program until his or her twenty-third birthday.

A newly completed enrollment packet is required each year for each child in attendance and must be completed in a timely fashion at the beginning of the school year. Newly completed enrollment packets must be completed and turned in to the school within ten (10) days of the school year beginning. Students without registration packets by this time will be dropped from school rolls and parents/guardians will be required to report to the school to complete enrollment forms before a child will be allowed back in school. The following documents must be on file in the principal's office when the student enrolls in school.

- Birth Certificate
- Social Security Card, or a completed application for a Social Security Identification Card
- Immunization Health Compliance Form \*New Tdap vaccination is mandated for all 7<sup>th</sup> graders beginning the 2012-13 school year.
- Indian Student Eligibility Certification Form (CDIB) authorizing  $\frac{1}{4}$  degree of Indian blood
- Notarized letter of custody (if you are enrolling a child in which you are not listed on the birth certificate) or court document

- Withdrawal Form and Grades from Previous School (if transfer student)
- Student Enrollment Application Form
- School Medical History Form
- Medical Consent Form
- USDA application for free and reduced meals
- Privacy Act Information
- Check-out Permission Form
- Parent/Student Agreement Form (In the back of this Handbook)
- Internet Acceptable Use Policy
- After School Application Form, if applicable

#### B. Registration

There are announced times allotted for school registration. At that time, enrollment packets are filled out and information about the school program is provided. **Parents or guardians must notify the registrar or school counselor of any demographic changes during the school year.**

C. Transfer - A student who transfers from one school to another must do the following:

1. Have parents or guardians fill out an official withdrawal form in the guidance counselor's office.
2. Turn in all books.
3. Pay any fines or damage costs.
4. If transferring in from another school, bring a copy of the student's grades, withdrawal form, and necessary enrollment documents. Grades should be properly weighted and added to the teachers' grade book as soon as the student transfers.
5. Notify school transportation of the change so that bus service can be arranged.

#### D. Transfer of Records

When a student transfers to the Choctaw Tribal School System, a letter will be sent to the former school requesting his or her cumulative folder. Parents or guardians should always formally withdraw students from one school before enrolling them in another school. All fines and/or damage fees must be paid, and all textbooks and library books must be returned prior to withdrawing. A school is not permitted to hold a student's record for any reason. When a student withdraws to attend a school outside the tribal school district, the cumulative folder will be forwarded to the District Registrar who will handle transfer of records.

#### E. Placement Policy

When a student transfers into the Choctaw Tribal School System from an ungraded program, an unaccredited program, or a home-school program, it is the school system's responsibility to ensure that the student's grade-level placement is consistent with the student's educational achievement. In grades 7-8, the counselor at the local school, in coordination with the school principal, will administer a standardized placement test to the student. The counselor and the principal will consider the student profile results from the MBA, any work samples the student or the student's family may provide, and an interview with the student and the student's parent(s)/guardian(s) to determine appropriate 7-8 grade-level placement. At the high school level, the counselor will coordinate the administration of subject-area tests to students who enroll from ungraded programs (*National Proficiency Survey Series*; individual tests for all high school subject areas). The counselor and the principal will consider the enrolling student's results from the subject-area tests, any work samples the student may provide, and an interview with the student and the student's parent/guardian to grant appropriate Carnegie units and place the student at the best level of high school instruction.

## IV. INSTRUCTIONAL PROGRAM

### OVERVIEW

The high school uses the new Common Core State Standards that have been adopted by the state of Mississippi and the Bureau of Indian Education. The new academic standards set a clear



understanding by telling what students are expected to learn by the end of each subject. The first step to success for each student is to master the learning standards. Academic standards are important because they prepare all students for success in college and the workplace. Choctaw Tribal Schools believe Alla Momat Ikkana Chih; that ‘all children will learn’ challenging materials and reach their full potential. Choctaw language and culture, English language arts, math, science, social studies and art instruction are provided by the classroom teacher through a variety of teaching strategies. Learning will become fun and challenging with the new standards by including instructional technology, real world knowledge and a connection with all subjects.

In an effort to share information about each child’s education, the school will provide parents with curriculum information to keep them informed about the subject requirements and standards. The information will be a guide of the key skills your student will learn in subjects throughout the school year. The instructional goal is for teachers to plan classwork effectively to meet the needs of the student and assist parents in understanding their student’s success with the academic standards. Each student will keep a data notebook containing information about classwork, writing assignments, and test results. The student data notebook will provide students, parents, teachers, and administrators an overview of student progress and achievement. The curriculum department of Choctaw Tribal Schools works with teachers to ensure that the alignment with curriculum, assessment and instruction is current with new research-based educational trends.

A. Grading Policy

At both Choctaw Central High School and Choctaw Central Middle School students will receive numerical grades on their report cards at the end of each nine-week grading period. Letter grades correspond with numerical averages as follows:

A	90 -100	Excellent Achievement
B	80-89	Above Average Achievement
C	70-79	Average Achievement
D	65-69	Below Average Achievement
F	64 and below	Failing Grade, Insufficient Achievement

Term averages will be recorded on report cards as number grades.

**DISTRICT WIDE DATA SYSTEMS**

The following assessments will be administered district wide. The data reports from each will be used to make data-driven decisions during district, school-based (grade-level), students, parents, and community-based meetings. Each report will be kept in data notebooks. **The focus of each data report is to monitor student growth.**

***Formative Assessments***

<b>Assessments</b>	<b>Grade Levels</b>	<b>Frequency/Time Period</b>
I-Ready	K – 8	3 times per year (Aug., Nov., and Feb)
ACT	High School	Annual

**DATA NOTEBOOKS**

The data from each of the assessments listed above will be kept in data notebooks. During data meetings, on each level, educators will evaluate the data and answer the following questions:

1. *What does the data say?*
2. *How do I know?*
3. *What will we do about the results?*

- District Level – Maintain school reports
- School Level – Maintain teacher reports
- Class Level – Maintain student reports

**Averaging Grades**

The following is the district policy for averaging grades:

The daily average will account for 85% of the nine weeks average. The daily average will consist of tests, projects, homework, and classwork. Nine weeks tests will count for 15% of the nine weeks average.

Tests	40%
Classwork	35%
Homework	<u>10%</u>
	85%

9 Weeks Test 15%

Nine weeks tests will be teacher made and given through the direction of principals using district-purchased instructional resources.

Standards Mastery will be administered two times each nine weeks and will be used as a tool to guide instruction and support student proficiency of the math and reading standards.

Semester grades will be the average of the two nine weeks' grades. The over-all yearly average will be the average of the two final semester grades. No summative semester or end-of-year exam will be administered.

1. Mid-term Progress Reports - Progress Reports will be given according to the school calendar. Each student will receive a progress report from his/her teacher to be taken home, reviewed by the parent or guardian, signed and returned the next day. Dates for progress reports are indicated on the school calendar. Numerical grades will be given on progress reports according to the school grading scale.
2. Examinations at the high school will be given at the end of each nine weeks. Exams will be given during the regular class time.

**Special Education Grading Policy**

Students with disabilities are often able to achieve the same achievement levels of their on-grade level peers with specialized instruction from a variety of teachers and use of various research-based materials. When students are not functioning on grade level it is our commitment to keep parents/guardians informed of their students functioning level (as compared to their peers). The procedure used for reporting grades will be such that everyone involved in reporting and using grades will clearly understand that a high special education grade does not necessarily mean that a disabling condition no longer exists or that the student is functioning on grade level.

Parents will be notified at the beginning of school of the "Grading / Graduation Procedures" for students who are receiving accommodations or modifications to their curriculum content as listed in their Individualized Education Plan (IEP). Any disabled students who does not meet course requirements (whether regular or special education courses) may receive a failing grade. It is our

intent to monitor grades carefully and work with the IEP team to revise services based on the needs of each student. By the 6<sup>th</sup> grade, student's transition to high school will be considered to make decisions regarding Regular Diploma, Occupational Diploma or Certificate of Life Skills. Grades in 6<sup>th</sup> – 8<sup>th</sup> grades will have an impact on decisions made regarding graduation options.

**B. Requirements for Semester Exam Exemptions (Middle/High School Students)**

1. Parental Approval – A parental approval form must be signed and on file in the principal's office.
2. Any Out-of-School or In-School Suspension makes a student ineligible for exam exemption.
3. Extenuating circumstances are not included in this exemption policy.
4. Academic and Attendance:
  - Full Unit Course  
90-100 average with no unexcused absences and no more than six (6) excused absences.
  - Half Unit Course  
90-100 average with no unexcused and no more than three (3) excused absences.
5. Miscellaneous Information
  - a. Students with unexcused absences will not qualify for exemptions.
  - b. A student who has met the conditions set forth in 1, 2, and 3 above still has the option to take the exam if he/she chooses.
  - c. All exams taken will be used to compute the final grade.
    - This includes exams taken by choice.
  - d. Exemptions are to be determined on a course by course basis. Thus, a student could possibly be exempt in one course but not exempt in another.
  - e. Students exempt for ½ credit (semester courses) may be exempt, if they meet the previous criteria but must attend class during that period.
  - f. First semester exemptions will be based on the combined first and second nine week's absences. Second semester exemptions will be based on the combined third and fourth nine week's absences.

**B. Promotion/Retention Policy - Grades 7 – 8**

1. A student will be promoted based upon mastery of standards and objectives for each course for his/her grade level.
2. Successful completion of a course shall be based on the student having a final grade of 65 or higher. Materials presented and assessed must be inclusive of all state standards and objectives for the specific course. To be promoted, a student must achieve a passing grade in math, language arts/English, reading, science, and social studies.

Social promotion is strongly discouraged and is appropriate only in extraordinary circumstances. Parents/guardians and school personnel must work together to identify remedies or alternative educational opportunities for students being considered for social promotion, including GED, Job Corps, or similar programs. All social promotions must be approved or disapproved by the Director of the Department of Education.

**C. Promotion/Retention Policy - Choctaw Central High School**

1. Students at Choctaw Central High School will be promoted based upon mastery objectives for each course taken. Successful completion of a course shall be based on the student having a final grade of 65 or higher and meeting all attendance requirements. Students attending summer school must complete challenging course work with a passing grade in order to receive credit. Students may take on-line courses during the summer as recommended by CCHS staff and approved by the school Principal or designee. Summer on-line courses will be limited by course type and availability. A summer teacher will be designated to serve as a facilitator for the students enrolled in on-line courses. Students who did not pass a course will be required to retake the entire course and earn a passing grade in order to receive credit.

2. Promotion of high school students will be based solely upon the acquisition of Carnegie units. Choctaw Central Middle and High Schools prohibit the retention of students for extra-curricular purposes. Classification of high school students will be determined using the following standards:

The number of credits earned at the end of each school year determines the grade classification for the next school year. Grade level classifications are not adjusted in the middle of a school year. Any Junior, who meets all graduation requirements, will be allowed to participate in graduation ceremonies.

The following high school classification is be used:

Freshman – student enrolled in high school and successful completion of the eighth grade

Sophomore – student having a minimum of 6 high school credits

Junior – student having a minimum of 12 high school credits

Senior – student having a minimum of 18 high school credits

3. **Academic Probation and Attendance Waivers:** Students who are sixteen years of age or over at Choctaw Central High School will be required to pass at least three (3) core academic credits per year, (math, English, science, social studies), or be placed on academic probation. During the academic probation, students will be required to attend school tutoring. Students and Parents/Guardians with a student on academic probation **will be required** to meet with the School Teacher Support Team to discuss interventions.

Any student who turns eighteen years of age during the current school year will be subject to the following policy and referred to as “adult student”. Adult students must pass at least three core academic subjects at the end of the first nine-weeks grading period. At the end of a nine-week grading period, if an adult student has not taken advantage of recommended intervention **and** failed three (3) core subjects, student will be dropped from school rosters. A written notification will be sent prior to action taken. Any adult students with excessive behavior referrals (Step 3 or higher on the discipline ladder) or excessive truancy (ten or more unexcused absences) will be notified and dropped from school rosters. All adult students will be encouraged to attend adult alternative educational opportunities (e.g. Adult GED, Job Corps). This may be reviewed by the District Discipline Review Committee. **Students with disabilities are excluded from this policy.** A student’s IEP Committee will determine the appropriate placement and exiting option for individual students based on his/her unique needs.

Under extreme circumstances a student may request a ‘Compulsory Attendance Waiver Request ‘ in order to leave high school to attend adult education or the school-based GED program. To request a waiver, the parent and student must set up a meeting with the Director of the Department of Education.

4. Students with Disabilities - The decision to promote or to retain a student with a disability will be made on an individual basis determined by the student’s IEP Committee. The IEP Committee will be made up of the required members, including the student’s parent/guardian.
5. Releasing of Student Grades - In accordance with the requirements of the Privacy Act, written permission from a parent/guardian is necessary for school authorities to release student grades to outside agencies.

#### D. Graduation Requirements for Choctaw Central High School

1. In order to graduate with their senior class, a senior student must complete all graduation requirements by the end of the senior class official last day of classes. Teachers are not authorized to recalculate previous nine weeks grades to help a senior improve their grades or

achieve a passing grade (see school grading policy). Seniors must attend graduation practice in order to participate in graduation ceremonies, unless a special circumstance is approved by the Principal and the Director of Schools.

2. Seniors meeting graduation requirements by successfully completing on-line course work during the summer may participate in a summer graduation program.
3. Students at Choctaw Central High School are required to follow the graduation course requirements of the Mississippi Department of Education (MDE) and obtain a minimum of 24 high school units in order to graduate. CCHS/MDE course requirements are available from the CCHS counselors' offices. ***Students and parents/guardians are encouraged to visit with administrators and counselors to understand what is required.***
5. Students with disabilities have two graduation options – the regular High School Diploma or the Certificate of Completion. The student's IEP Committee determines the student's exiting option upon entering the 9<sup>th</sup> grade. That decision is reviewed annually and may be changed if determined appropriate by the IEP Committee.
6. No more than four Carnegie units earned in summer school programs may be counted toward high school graduation requirements.
7. Only one Carnegie unit earned through completion of correspondence courses may be counted toward high school graduation requirements, and all correspondence courses must be approved by the principal and administered through a university.
8. Students may apply toward graduation requirements credit earned through on-line courses offered. Enrollment in on-line courses must be approved by the high school principal in order for the course to be applied toward graduation requirements. Approval of the on-line courses will be based on current availability of courses at the high school and upon the specific needs of the students requesting the approval. ***Students must receive prior approval from the high school principal before enrolling in an on-line course.***
9. Any student receiving a diploma must have earned at least two of the last four Carnegie units from Choctaw Central High School.

#### E. Valedictorian/Salutatorian Requirements

Valedictorian and Salutatorian are determined according to the procedure presented below. The CCHS Counselor and Principal will work together to initially calculate these awards. Their calculations will be reviewed by a committee consisting of the CCHS Principal, Counselor, one Assistant Principal, and the teacher who serves as Senior class sponsor. No announcement of Valedictorian/Salutatorian will be made until this committee has carefully reviewed the accuracy of calculations. When the third nine weeks ends, all seniors will know their rank in the class

1. Valedictorian - The valedictorian of the graduating class is the student with the highest academic average, according to the Quality Point Distribution outlined below, for the entire four years of high school work. The student must have completed all four years of his/her high school program at Choctaw Central High School.
2. Salutatorian - The Salutatorian of the graduating class is the student with the second highest academic average for the entire four years of high school work. The student must have completed all four years of his/her high school program at Choctaw Central High School.
3. In selecting the Valedictorian and Salutatorian, the second semester average of the senior year shall be determined by using the third nine weeks grades.

4. Quality Point Distribution

Valedictorian, Salutatorian, honor graduates, and class rank will be determined by the following quality point system:

E-2 Courses		E-1 Courses		Regular Courses	
<u>Grade</u>	<u>Quality Point</u>	<u>Grade</u>	<u>Quality Point</u>	<u>Grade</u>	<u>Quality Point</u>
A	6	A	5	A	4
B	5	B	4	B	3
C	4	C	3	C	2
D	3	D	2	D	1
F	0	F	0	F	0

E-2 Courses include Advanced Placement Courses, Physics, Pre-Calculus, Advanced Math, Trigonometry, and Advanced Chemistry II.

E-1 courses include Accelerated English, Chemistry, Geometry, Algebra II, foreign language, Human Anatomy and Physiology, Archaeology, and Biology II.

Regular courses include all courses not included in E-2 or E-1. (Half-unit courses get half the quality points.)

F. University Admission Standards

To be competitive for admission into a four year college or university, students must be able to demonstrate that they exceeded the minimum requirements for graduation from high school. To be accepted for enrollment, students should check with their counselor for information specific to the college or university of their choice. Contact counselors and administrators for information about the requirements published by the Mississippi Institutions of Higher Learning.

G. Dual Enrollment – CCHS and Community College – Eligible students, as determined by the principal, are encouraged to consider enrollment at one of the area community colleges during their junior/senior year at CCHS in order to earn college credit. This credit is transferable to the student's college of choice upon high school graduation. Contact the CCHS Guidance Office for eligibility requirements and the Tribal Scholarship Program at 601-650-7410 for funding information

H. Standardized Testing Program – Standardized testing measures student achievement and yearly academic growth. These tests are used in the determination of the school's Adequate Yearly Progress (AYP). Students in the 11<sup>th</sup> grade will take the American College Test (ACT) during class hours. The purpose of the ACT is to measure College and Career Readiness of students before they enter the 12<sup>th</sup> grade.

**STATE ASSESSMENTS**

The administration of the Performance Based Assessment (PBA) and End of Year Summative Assessments (EYSA) will be computer-based assessments for Grades 3-8. These assessments will be given in accordance with Mississippi Department of Education assessment schedules and requirements. Choctaw Central High School administers state assessments in accordance with the Mississippi Department of Education Accountability Plan.

**Choctaw Central Middle School Standardized Testing Program**

Standardized testing measures student achievement, academic growth from year-to- year, and how well instructional objectives are being taught in the classroom. Students in grades 3-

8 will take the Mississippi Academic Assessment Program ELA (English/Language Arts) and Math Assessment (MAAP). Grades 5 and 8 will also take the Mississippi Academic Assessment Program Science (MAAP-SCI). These BIE approved assessments will be given in accordance with the Mississippi Department of Education assessment schedules and requirements. The tests are used in the determination of each school's Adequate Yearly Progress (AYP).

### **Response to Intervention (RTI)**

RTI is a general education curriculum framework that involves research-based instruction and interventions, regular monitoring of student progress, and the use of student data to make decisions. The goal of the RTI process is not only to apply accountability to the educational program, but also to provide instructional support to meet individual student needs. Each school has an RTI team that monitors student progress. If the team identifies a student as needing intervention, parents/guardians are invited to attend meetings developing a plan of action to increase the student's achievement. Student work and progress data are monitored, and the team sends this information to the District Review Team (DRT). On the team are district curriculum personnel and other education specialists as necessary. When the information folder is received from the schools, the DRT will analyze documents and data, make suggestions, and provide guidance for further interventions. If necessary, the DRT will forward the folder to the Multidiscipline Evaluation Team for additional review.

#### **I. Awards**

1. **Honor Roll for Choctaw Central High School Students** - *An Honor Roll will be published one week after report cards are issued following each nine-week term. To be on the Chief's List, a student shall have all A's for all classes in which they are actively enrolled. To be on the Principal's List, a student shall have all A's or B's for all classes in which they are actively enrolled.*  
**Honor Roll for Choctaw Central Middle School Students-** *An Honor Roll will be published one week after report cards are issued following each nine-week term. To be on the Chief's List, a student shall have all A's in the core academic areas – English/Language Arts, Mathematics, Science, Social Studies, and Reading (if Reading is taught for a separate grade). To be on the Principal's List, a student shall have all A's or B's in the core academic areas – English/Language Arts, Mathematics, Science, Social Studies, and Reading (if Reading is taught for a separate grade).*
2. **Subject Area Awards** - An award will be given in each subject area to the student with the highest academic average. In case of a tie, each student will receive an award.
3. **Perfect Attendance** - To be eligible for Perfect Attendance, a student must be in school each and every day with no tardiness, no late check-ins and no early check-outs. Perfect attendance awards for the end of the year award banquet will be based only on the first three nine weeks.
4. **Attendance Excellence Award**  
To be eligible for the Attendance Excellence Award, a student must have no more than three (3) days or less of excused absences (counting all check-in and check-out minutes) with no more than 5 tardies. Students are not eligible for the attendance excellence award if they have any unexcused absences. Attendance excellence will be based only on the first three nine weeks.

5. Selection of Crown Bearer and Flower Girl for CCHS Homecoming
- Sponsors in charge of Homecoming Activities will notify the appropriate elementary school of the deadlines and guidelines for selection of the Crown Bearer and Flower Girl.
  - The elementary school will select a first grade boy to be Crown Bearer and a first grade girl to be Flower Girl.
  - It is the responsibility of the child's parents/guardians to arrange transportation to and from Homecoming practices and to provide the dress, suit, and accessories for this event.
  - The following schedule will be used to rotate the selection of Crown Bearer and Flower Girl through the elementary schools:

2018 – Bogue Chitto Elementary  
2019 – Conehatta Elementary  
2020 – Red Water Elementary  
2021 – Standing Pine Elementary  
2022 – Tucker Elementary  
2023 – Pearl River Elementary School

6. Awards Programs

Choctaw Central High School will honor students at an annual awards program. Students receive recognition during the event for honor roll, perfect attendance, good citizenship, leadership, regional and state winners, and academic achievement. Parents, teachers, administrators, council members, and tribal officials recognize the importance of honoring academic achievement during this ceremony. All awards given to students will be documented by the school counselor in the Native American Student Information System and available to parents/guardians for review.

7. Other Awards – Other awards according to a school's own established criteria.

8. Choctaw Central Middle School BETA Club

The following policy is for all Choctaw Tribal Elementary Schools and Middle School:

- Students must have a grade of 86 or higher in each subject
- New inductees must have a first nine weeks average of 86 or higher in each subject.
- All clubs will have an induction ceremony in November of each year.
- Returning members must have a nine weeks average of 86 or higher in each subject.
  - If a returning member has a first nine weeks grade below 86, they are put on probation and must bring their grade up to an 86 or higher by the end of the second nine weeks to maintain their membership.
  - If this does not happen, that student will lose membership in the Beta Club for the remainder of the school year, but with the required grades, they are eligible for membership in the next school year.
- Behavior:
  - Beta members shall lose membership to the club for either of the following:
    - Beta members shall have no more than 2 office referrals per year
    - Beta members shall have no suspensions

**V. AMERICAN INDIAN DAY / WEEK CELEBRATIONS – CCMS & CCHS**

- One committee will be appointed by the Principals to coordinate all activities for the Middle School/High School American Indian Day activities. The coordinating committee will appoint sub-committees and assign tasks as needed to ensure that all activities are effectively planned and supervised.
- Flyers and Announcements will be made and distributed, clearly informing students about dates, deadlines, applications, and contact persons. It is the responsibility of students who



wish to enter the Brave/Princess pageant to contact the appropriate person, get and complete an application, and submit the application in a timely manner.

- c. After the application deadline passes, all applicants will be given a written explanation of all contest guidelines and responsibilities, along with a written summary of judges' criteria.
- d. It is each contestant's responsibility to obtain dress, shirt, accessories, and other items.
- e. Middle School and High School American Indian Day activities will begin at 12:00 noon and end at 3:00 p.m.

## **VI. ELIGIBILITY FOR INTERSCHOLASTIC ACTIVITIES**

As the Mississippi Band of Choctaw Indians promotes positive social involvement, wellness, and improved health for all Choctaw people, students are encouraged to participate in the various extracurricular activities and interscholastic athletic programs of the school. Students who participate in extracurricular activities must remember that they are role models for other students. High standards of behavior are expected of all participants.

The Tribal School system and the Mississippi High School Activities Association require that all students participating in activities (such as sports, band, cheerleading, Spring Festivals) must attend all classes on the day of the activity.

The Tribal School system will not participate in activities that require any student to miss more than (20) twenty class periods or have more than (5) five planned absences in the same class period in courses for which grades and/or units of credit are issued during the school year.

Students should read through the adopted School Discipline Plan for Grades 7-12. Students may be limited from participating in and attending activities based on their behavior and actions.

Students must meet the following criteria established by the Mississippi High School Activities Association (MHSAA):

### **7th and 8th Grades**

To be eligible for participation as a seventh grader, a student must be promoted from sixth grade, and for participation as an eighth grader a student must be promoted from seventh grade. A pupil must have passed the 4 core courses (English, math, science and social studies). The average of these 4 core courses must be a "C" or above. For spring semester eligibility, the average of the 4 core courses must be a "C" or above.

Pupils in the seventh and eighth grades participating in high school extracurricular activities must pass their grade level by achieving at least an average of "C" in the four core courses of math, science, English, and social studies the previous year in order to be eligible to participate during the present year.

### **Choctaw Central High School**

1. Students are required to pass six credits toward graduation during the school year with a **"C"** average or better in order to maintain eligibility. The six units will be averaged as a whole, and the average must be "C" or higher in order to maintain eligibility. This will be done on a yearly basis.
2. Eligibility: Overall average of final grades must equal at least 2.0 GPA or "C" average. For Spring Semester Eligibility: Overall average of course grades must equal at least a 2.0 GPA or a "C" average. **Note:** Grades for summer school, extended day/year programs, credit

recovery classes, and correspondence courses must be earned prior to the beginning of the following semester or year.

3. Students with disabilities not pursuing a regular high school diploma will be academically eligible if they are making satisfactory progress according to the committee reviewing their Individual Education Plan (IEP). Those pursuing a regular high school diploma will be held to the same standards as all other students.
4. Any student who becomes nineteen years of age prior to August 1 shall not be eligible to participate in any school athletic program.
5. Eligible students must not be a graduate of a four-year high school, enrolled in an institution of post-secondary education, or have participated in athletics above the high school level.
6. Students must not have been given any special inducement of any kind to attend a school to play on an athletic team.
7. A student must present, from a physician, a statement of physical fitness for athletic competition.
8. A pregnant student will be ineligible to participate in a MHSAA sponsored activity or its equivalent due to health and safety concerns. Following the pregnancy and with appropriate medical documentation the student may resume participation in MHSAA sponsored activities or their equivalent.

## **VII. Counseling Services**

- A. Two full-time Guidance Counselors are employed at Choctaw Central High School and one at Choctaw Central Middle School to aid the growth and development of students as they progress through their educational programs. Counselors strive to provide opportunities for each student to develop an understanding of his or her abilities and to base future academic, vocational, and personal decisions upon this knowledge.
- B. During the school year, counselors are actively involved in the following:
  1. Student orientation and registration
  2. Selecting programs and scheduling classes to meet students' needs
  3. School testing programs
  4. Identification of abilities, interests, and special aptitudes for educational and career planning
  5. Improvement of social and/or academic adjustments through both individual and group counseling
  6. Appraisal and assessment activities
  7. Obtaining information on college entrance requirements and available scholarships, assisting in college applications, and helping to secure funds
  8. Consultation with faculty, parents, and administrators
  9. Referral to outside agencies
- C. Home/School Liaisons and/or School Social Workers are required to make documented visits to the homes of students who have excessive absences before they contact the School Attendance Officer.

## **VIII. Dropout Prevention**

Each school will prepare a drop-out prevention plan to address the specific needs of their students. The plan should include goals for the school to address the identified needs of their student population, initiatives that will be implemented for students/families and a means of evaluating progress toward the goals set. The local school team should include at the least the following

members: the principal, a parent, a special education staff, a regular education teacher, the local RTI chairperson and a student representative. An annual review of the plan is required.

#### **VIX. Students with Disabilities**

Section 504 of the Rehabilitation Act of 1973, as amended in the area of public elementary and secondary education, is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability. An appropriate education for a student with a disability under the Section 504 could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services. School districts are required to individually evaluate a student before classifying the student as having a disability or providing the student with special education. An impairment in and of itself is not a disability. The impairment must substantially limit one or more major life activities in order to be considered a disability under Section 504. The school district may initiate a Section 504 due process hearing to resolve a dispute if the district believes the student needs a service in order to receive an appropriate education. If a student is eligible for services under IDEA (Special Education Law) and an IEP has been implemented, then the requirements for a free appropriate public education required by Section 504 have been met. If you have questions about Special Education or Section 504 you may call the Exceptional Education Coordinator or the 504 coordinator at 601) 663-7643.

#### **IX. STUDENT HEALTH SERVICES**

- A. Emergencies - All accidents involving a person or property should be reported to the teacher in charge and the principal. The school will provide transportation and supervision to and from health facilities if a student needs emergency medical attention during school hours. Parents will be notified as soon as possible. If parents cannot be notified immediately, the school will contact those individuals designated by the parent to be contacted in case of an emergency. Parents will have to sign medical release forms for the child to be treated in a hospital.
- B. Non-Emergencies - In a non-emergency situation, when a child becomes ill at school, proper attention will be given and parents notified. Only medications for which proper identification, instructions for dispensing and written parental consent will be given to children. Anti-tuberculosis medications will be given in school in accordance with the Mississippi State Board of Health guidelines. School personnel, with the exception of a registered school nurse, may not exceed the practice of first aid in dealing with pupil injuries and sickness. School staff should not attempt first aid nor other procedures for which they have not been trained.
- C. Pregnancy and Family Planning - Pregnancy and family planning services will be available to all students. Each student in grades 5-12 will receive at least one (1) hour of health education pertaining to pregnancy prevention and sexually transmitted diseases (STD's), including, but not limited to, HIV/AIDS. Health education will be provided by the school nurse or his or her designee.
- D. Sexually Transmitted Diseases (STD's)
  - 1. Under conditions allowed by federal and state laws, health professionals can provide treatment services for sexually transmitted diseases (STD's) to students without parental consent. Under these conditions, school officials may release students to Choctaw Health Center professionals, provided written documentation of the authority under which the student can be released is provided to the school, and the health professional signs a statement accepting responsibility for the student.

2. Due to the risk of STD's and teen pregnancy among the student population, the schools recognize the need to identify high risk behavior early and to provide counseling to decrease future problems. One way to identify teens is by their behavior, such as the appearance of "passion marks" or "hickeys" on their necks and faces.

a. If students come to class with such marks, they will be sent to the principal. Counseling will be provided on inappropriate and high risk behavior.

b. If repeated attempts at counseling do not provide evidence of improved behavior, a principal/parent/student conference will be necessary to decide on appropriate future action.

E. Head Lice and Scabies

1. Educational information and related school procedures concerning the control of head lice and scabies will be provided to students as needed at the middle and high school levels.

2. A student found to be infested with head lice will be sent home as soon as possible with proper treatment and information.

3. Upon return to school, students will be examined by the school nurse (or designated personnel) to ensure that proper treatment was performed and was effective. If the examination's results are unacceptable, the student will be sent home again until satisfactory results are obtained.

4. When a student is sent home because of head lice or scabies, only the first day's absence may be counted as "excused". All other days absent for this cause are counted as "unexcused."

5. If a student's head lice problem cannot be solved through the above steps, the community health center nurse will be notified. If the problem continues, Children and Family Services may be notified.

6. Because of the serious nature of lice on one child infesting another child, these guidelines will be strictly enforced.

F. Nutrition - Cafeteria managers will provide information on diet and nutrition to all students in the Choctaw Tribal Schools.

G. Wellness Policy - The Choctaw Tribal School System has adopted the Wellness Policy published by the Mississippi Department of Education and approved by the Choctaw Tribal Council as official policy and guidance for school programs, activities, and curriculum. This policy includes goals for nutrition education, physical activity, and other promotions of student wellness, as well as guidance/requirements for school meals, snacks, refreshments, and food sales. All schools will follow the guidelines established in this policy. A copy of this Wellness Policy is included at the end of this handbook.

## **X. GENERAL SCHOOL RULES AND DISCIPLINE**

The tribal schools recognize that they cannot, and should not, attempt to list every action which might result in disciplinary procedures. The listing of certain specific rules is not intended, therefore, to exclude other rules which are generally accepted as standards of conduct for citizens of this community.

The Director of Schools shall review all disciplinary actions referred to him and make final decisions regarding disciplinary actions taking into consideration the student's individual needs, age, and personal discipline file.

*Principals and Teachers will carefully adhere to all Due Process procedures and will investigate every incident to ensure that victims and innocent students are not punished/disciplined as if they were violators of school rules. It is unfair and unjust to dispense equal punishment for unequal offenses.*

One of the characteristics of an effective school is a safe, orderly climate conducive to teaching and learning. Students and staff members share the responsibility for creating and supporting a positive school climate. The degree to which students accept their responsibility to demonstrate the type of behavior that promotes a learning climate has a definite effect on their academic achievement.

The general rules of conduct are:

1. Be in class on time
2. Be prepared for each class
3. Be respectful of the rights and property of others and of the school
4. Be safe
5. Be responsible
6. Maintain good manners, *and*
7. *Immediately* report any unsafe condition to a teacher or staff member.

The assistance of parents is needed in the following ways:

1. Review discipline policies with your children to make sure they understand them.
2. Know where your children are, what they are doing, and with whom they are associating.
3. Expect your children to be in the appropriate place at the correct time, and to behave in a proper manner.
4. Support action by school, security, police, and court officials who are working to create and maintain a safe learning environment for your children.

### **Individual Self-Discipline**

Students, who have reached the age of young adults, should be expected to assume more responsibility for their own actions and should welcome the opportunities presented to exercise self-discipline as a natural part of becoming mature, thinking individuals. Teachers and all school staff are expected to assist in this process and make corrections when necessary.

### **Classroom Discipline**

Teachers will provide students and/or parents with a list of rules and consequences, both positive and negative, which will be used in individual classrooms. These rules and consequences will vary from class to class as determined by the class, the subject matter, and individual differences.

Teachers are expected to develop classroom rules to address classroom disturbances such as inappropriate talking, violations of classroom safety, distracting behavior, failure to carry out directions or complete assignments, or any activity that disrupts the teaching/learning environment. Classroom teachers are expected to take immediate and appropriate action to enforce classroom and school rules. These actions may include: verbal warning or reprimand, special assignment, restricting activities, assignment of work details, counseling, and/or withdrawal of privileges. Teachers are always encouraged to contact parents and to make parent contact when violations of proper behavior are repeated.

## **Policies for Weapons, Drugs, Alcohol, and Tobacco** **Weapons Policy, including Explosives – Grades 7-12**

### **Guns**

Choctaw Tribal Schools fully support the enforcement of the Gun-Free Schools Act, Title VIII of the Elementary and Secondary Education Act of 1965. Any student who is in possession of any type of firearm or air/gas powered gun (pellet, BB, etc.), operable or inoperable, while in school, on school property, on the school bus, on the way to or from school, at any school function or activity, or has such object in a vehicle on school property, shall immediately be suspended from school for ten (10) days and recommended to the Discipline Review Committee for expulsion for no less than one calendar year from all programs of the Choctaw Tribal Schools.

Students who possess other types of “guns” (stopper guns, cap guns, water guns, and other toy guns) shall be suspended from school for ten (10) days. A second offense shall constitute a ten (10) day suspension with a recommendation to the Discipline Review Committee for expulsion. Students who possess and use such “guns” to threaten, intimidate, and /or otherwise disrupt the school environment shall be immediately suspended and recommended for expulsion.

Guns in student possession will be seized and turned over to the Department of Public Safety.

### **Other Weapons or Explosives – Possession of**

Possession, by a student, of any hard or sharp object, such as a knife, brass knuckles, etc., that may be considered a weapon or a taser device or any explosive or potentially explosive devices while at school, on school property, on the school bus, on the way to or from school or any school function or activity, regardless of the object’s original purpose, shall be considered in violation of this policy. Students who possess these objects will be immediately suspended from school for ten (10) days and recommended to the Discipline Review Committee for expulsion for a period of up to one calendar year.

### **Other Weapons – Use of**

Any object used as a weapon by a student shall be seized and after due investigation and due process shall be turned over to school security or Department of Public Safety. Principals shall use their own discretion in each instance not involving a gun concerning the necessity of notification of the appropriate law enforcement authority.

## **Drug, Alcohol, Tobacco Policy – Grades 7-12**

The health and safety risks of tobacco use, alcohol use, and illicit drug use are well documented. The possession of illicit drugs is illegal. In addition, the possession, use, and distribution of alcohol and tobacco to citizens under the age of 21 are illegal. The use/abuse, possession, or distribution of these substances is strictly prohibited at school, on school property, or while attending any school activity. The following disciplinary actions will be consistently imposed:

A. Any individual found to possess, distribute, or be under the influence of alcohol, alcoholic beverages, inhalants, any controlled substance (including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, depressant, “look alike”, prescription drugs, or counterfeit substance, represented or believed to be any of the aforementioned substances) shall be disciplined according to step 5 of the school discipline ladder which includes:

a. Ten (10) days out-of-school suspension and

b. Recommendation of expulsion for one calendar year to the Discipline Review Committee.

In addition, the school must immediately call the Choctaw Police Department and request that police come to the school campus. All illegal substances will be turned over to police, and charges will be filed as appropriate.

B. Any individual found to inappropriately possess, distribute, misuse/abuse any prescription or non-

prescription drug shall be disciplined according to step 5 of the school discipline ladder which includes:

- a. Ten (10) days out-of-school suspension and
- b. Recommendation of expulsion for one calendar year to the Discipline Review Committee.

In addition, the school must immediately call the Choctaw Police Department and request that police come to the school campus. All illegal substances will be turned over to police, and charges will be filed as appropriate.

C. Any student found to possess, distribute or use tobacco, in any form shall be disciplined according to step 3 of the school discipline ladder. Subsequent violations shall be dealt with at the appropriate higher step to include referral to the Discipline Review Committee.

## **Disciplinary Plan – Choctaw Central Middle School and High School**

When a student at **Choctaw Central Middle School or Choctaw Central High School** chooses to break the rules and is referred to the office, disciplinary action will be taken according to the following discipline ladder: The school administrator will determine the appropriate discipline step for the offense. This is a general guide and does not restrict the administrator from making other appropriate discipline decisions. Student behavior events will be logged in the student's Behavior Tab within the school's NASIS database by a school administrator or his/her designee. These recorded behavior events may be used as documentation should the student be referred to the District Discipline Review Committee or appeal a disciplinary decision. Due Process is ensured at all steps.

### **Probation Period**

Once a discipline offense has occurred, and the student has been placed on an appropriate step, the student may be rewarded for good behavior by not having further discipline offenses within the specified number of days. Students receiving a referral while on probation shall be moved up to the appropriate step, with additional days added to the probation period as defined.

#### **Step 1**

- A. Student/principal conference,
- B. Action which may include a written assignment related to the referral, paddling, and/or conference involving student and/or teacher,
- C. Parent Contact (by phone or mail), and
- D. If there is no further referral to the office for five (5) school days the student will be removed from the ladder.

#### **Step 2**

- A. Student/principal conference,
- B. Two days of in-school (ISS), or paddling,
- C. Parent Contact (by phone or personal visit),
- D. Behavior Intervention Plan\* should be put in place,
- E. If there is no further referral to the office for ten (10) school days the student will be removed from the ladder.

#### **Step 3**

- A. Student/principal conference,
- B. Up to five days of in-school suspension (ISS) or three days of out-of-school suspension\*\*,
- C. Parent Contact (by phone or personal visit),
- D. Behavior Intervention Plan\* should be put in place or updated,
- E. A Functional Behavior Assessment (FBA) will be requested

- F. Parent/student/principal conference required at school before student may return to regular school program,
- G. If there is no further referral to the office for fifteen (15) school days the student will be removed from the ladder.

**Step 4**

- A. Student/principal conference,
- B. Up to five days of out-of-school suspension\*\*,
- C. Parent Contact (by phone or personal visit),
- D. Behavior Intervention Plan\* should be put in place or updated,
- E. Parent/student/principal conference required at school before student may return to regular school program,
- F. If there is no further referral to the office for twenty (20) school days, the student will be moved to Step 3.

**Step 5**

- A. Student/principal conference,
- B. Ten days of out-of-school suspension\*\*,
- C. Referral to Discipline Review Committee and, as applicable, to the Individualized Education Plan Team (IEP Team) to consider recommendation of long term suspension, expulsion, or optional/alternative placement,
- D. Parent Contact (by phone and certified mail),
- E. Parent/student/principal conference required at the district and school level before student may return to school,
- F. May not attend or participate in any school activity on any school campus (to include athletic events) pending the outcome of the district discipline hearing.
- G. Possible other restrictions may be required due to suspension, expulsion, or Alternative placement.

- A Behavior Intervention Plan is an agreement between the student and school outlining what behavior is expected and what the student, school, teachers, administrators and other entities will contribute to support the student’s appropriate behavior. A behavior plan should contain rewards and sanctions. Temporary plans may be developed by the principal and student. More extensive plans may to be developed by a committee comprising teachers, school staff, parents and student through the School Support Team. The Principal should ensure that all behavior intervention documentation is submitted to the presiding chair of the Discipline Review Committee before a student is suspended for 10 days, except in the case of a violation of a weapons or drugs policy, in which case the suspension would begin immediately. In this case, documentation should be submitted to the committee with the request for a hearing within two (2) schools days after the suspension begins.

**Suggested steps for specific offenses**

<b>Behavior</b>	<b>Step</b>
Cheating	1, 2, 3, 4
Pretense or Forgery	1, 2, 3, 4, 5
Unauthorized presence on school property	1, 2, 3, 4, 5
Dress Code Violation – Uniform Noncompliance	1, 2, 3, 4, 5
Cell Phone / Other Electronic Device Violation	1, 2, 3, 4, 5
Repeated tardiness	2, 3, 4
Public Display of Affection to include passion marks (“hickeys”)	2, 3, 4, 5
Disruptive Behavior	3, 4, 5
Profanity, vulgarity, or obscenity	3, 4, 5



Leaving campus without authorization	3, 4, 5
Repeated violation of school rules	3, 4, 5
Willful Disobedience	3, 4, 5
Brandishing or threatening with an object which appears to be a weapon	3, 4, 5
Truancy to class or school	3, 4, 5
Use, sale or possession of tobacco	3, 4, 5
Bullying	4, 5
Involvement in a sexual act or activity at any time on school grounds or at any school sponsored event	4, 5
Fighting	4, 5
Damaging, defacing or destroying school property*	4, 5
Pulling a Fire Alarm/Discharging a Fire Extinguisher	4, 5
Stealing*	4, 5
Use or attempted use of dangerous objects/weapons/explosives	5
Possession of dangerous objects/weapons/explosives	5
Assault, harassment, or intimidation of school personnel	5
Assault, harassment, or intimidation of other students	5
Use, sale or possession of alcohol and drugs	5
Blocking an entrance/exit to a building	5

\*Restitution required

\*\*Principal has discretion in assignment of steps, depending on the severity of the offense. Student punishment may carry over to the next school year.

#### Definitions related to discipline

**Disruptive Behavior**—any act, physical or vocal, which makes it difficult to continue normal activities.

**Vandalism**—any act of destroying, altering, defacing or otherwise damaging public or private property.

**Stealing**—any act of removing public or private property without the consent of the owner.

**Assault**—any attempt with force and violence to do bodily injury to another; includes threatening, bullying and other forms of intimidation.

**Disobedience**—the failure to act upon or to follow instructions by the person in charge.

**Vulgar language**—the use of words which are offensive to anyone present to tend to defame the character of another person.

**Profanity**—the irreverent use of a sacred name or the use of words considered lewd or coarse, swearing, cursing or other vile words showing contempt.

**Obscenity**—an act or expression which is offensive to the prevailing concepts of morality or decency of the school community; stressing or suggesting indecency, lust or depravity, offensive to the senses.

**Truancy**—an act of being absent without permission from school or class.

**Cheating**—any act of giving or receiving information on tests and exams.

**Pretense**—an act of telling a falsehood with the intent to deceive.

**Weapons possession**—having in one's possession any instrument capable of causing bodily harm.

**Weapons possession with threat to use**—any overt display of and/or threat to use any instrument capable of causing bodily harm.

**Alcohol possession**—students responsible in any way for alcoholic beverages of any description being on a person, in a school building; on a school bus; on school property; at any off-campus activity sponsored by the school—to, from, and/or at; adjacent to school property.

**Drug possession**-- students responsible in any way for illegal drugs of any description being on a person, in a school building; on a school bus; on school property; at any off-campus activity sponsored by the school—to, from, and/or at; adjacent to school property.

**Drug/Alcohol Use**—students under the influence of alcoholic beverages or illegal drugs at any place under the jurisdiction of the school.

**Tobacco Use/Possession**—students responsible in any way for tobacco of any description being on a person; in a school building; on a school bus; on school property; at any off-campus activity sponsored by the school.

**Internet Abuse**—any use of the internet that is prohibited under acceptable use policies.

**Sexual Harassment**—misconduct of a sexual nature, which involves verbal or physical contact that is unwelcome, intimidating or offensive. This includes, but not limited to, unwelcome touching or comments.

**Public Display of Affection**—the following actions are unacceptable and will not be tolerated on campus or at school sponsored activities:

- Kissing or sucking any part of another person’s body.
- Sitting on another’s lap.
- Embracing/hugging/holding any part of another person’s body.
- Licking any part of another person’s body.
- Pinching/grabbing/squeezing any part of another person’s body.
- Passion marks / “Hickeys”

### **Action Plan for Keeping Parents/Guardians Informed**

1. Principal, Assistant Principal, Social Worker, Home/School Liaison, or Counselor will contact parent by phone. If unable to reach, secretary will contact by phone and if unable to reach will mail referral. (Document attempts to contact).
2. Principal, Assistant Principal or ISI staff will contact parent by telephone to notify of paddling or assignments to ISS. If unable to reach after three attempts, staff will refer to Home School Liaison for personal visit to be made. (Visit should be made by Home School Liaison within 24 hours of referral). The referring teacher is also encouraged to make contact with the parent after school
3. Same as #2 and in the case of an out-of-school suspension, parents/guardians must be notified before the suspension begins. The Home School Liaison will schedule the required school conference where the parents must meet with the principal or assistant principal before the student may return to school and give the date to the principal or appropriate secretary. Permission to conduct a Functional Behavior Assessment will be obtained.
4. Same as #3.
5. Parent contact must be by phone (when possible) and certified mail (required). The Home School Liaison will attempt to hand deliver the letter as well.

### **Procedures for Types of Discipline**

#### **A. Students with Disabilities**

Students with disabilities may be removed from their current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, for up to ten (10) days in a school year to the same extent, and with the same notice, for violation of a code of conduct as for students without disabilities. Additional removals are allowed as long as they are not considered a change of placement. After a student with disabilities has been removed from their current placement for 10 school days in the same school year, during any subsequent days of removal Choctaw Central Middle School and High School must provide services as determined by the student’s IEP Committee. For removals that are considered a change of placement, discipline procedures as outlined in the Bureau of Indian Education Special Education Policies and Procedures will be followed. For more information regarding the instruction and discipline of special education students, please contact the school principal or the Choctaw Exceptional Education Program at 663-7653.

#### **B. Corporal Punishment**

Corporal punishment, which is limited to the striking of a student on the buttocks with a paddle, may only be administered by the principal or assistant principal in the presence of one other witness **who must be a tribal member**. The classroom teacher of the child being punished should not be the

witness, nor may school staff other than the principal or assistant principal administer any physical force or aversive physical stimuli when correcting student behavior. Prior to administering corporal punishment, the principal or assistant principal must advise the student of the particular misconduct for which he or she is to be punished and give the student a chance to give his/her version of the facts. Additionally, corporal punishment, or the threat of corporal punishment, may not be used to stimulate academic achievement or to punish academic lapses. **In instances where corporal punishment is refused, suspension or in-school suspension is a mandatory alternative punishment.** In all cases where corporal punishment is administered, a discipline form must be completed. The Office copy of the discipline form will be filed in the principal's office, the Parent's copy will be mailed home, and the Teacher's copy will be retained by the teacher.

**An authorization form is included at the end of this handbook that parents must sign and return to the school indicating whether they do or do not wish for their child/children to receive corporal punishment.**

### C. In-School Isolation

In-School Isolation begins at 7:55 A.M. and ends at 3:15 P.M. A student must attend all day to receive credit as one day In-School Isolation.

In-School Isolation (ISI) is a disciplinary action of removing a student from a scheduled class and placing him or her in an isolated, closely supervised environment in an effort to correct behavior. The ISI room will be monitored by an adult employed by the school system. The intent of ISI is to correct behavior that led to their placement and help students successfully return to the regular classroom.

**Students will receive assignments and guidance from the coordinator of ISI** related to the academic work sent by teachers, the consequences of the behavior referral and conflict resolution skills or decision making training to build opportunities for better behavior. **A behavior contract will be completed that will be turned in to the Principal prior to returning to the regular classroom.**

**Classroom teachers are required to provide academic assignments to the coordinator for students placed in ISI.** When work is not completed, days may be added until all work assigned by the teacher(s) is completed and returned to the classroom teacher(s). Upon returning to the regular classroom, students will be provided the opportunity from their teachers to make up any additional work missed due to their ISI placement. Completed work will be graded and used as part of the student's grades. Placement in ISI does not count as an absence, but the student must complete assigned work within (3) three days of returning to the classroom in order to receive a grade.

**Students assigned to ISI do not enjoy school privileges, events, or assemblies during their placement and are not allowed to participate in any extracurricular activity that occurs during their placement.**

### D. Suspension

Out-of-school suspension (OSS) is defined as a denial of school attendance for a student. A student who is suspended from school is also suspended from participation in or attendance to all school-related events or non-school events hosted on the school campus.

Out-of-school suspension (OSS) can be assigned to students from one (1) to ten (10) days based on the severity of the offense related to the school or classroom rules. Suspension days are considered unexcused absences, with students receiving a zero for classroom assignments missed while the student was suspended. In the case of *semester projects* that may be due during a suspension, students will be allowed the opportunity to turn these projects only on the day of their return to school with no additional

time granted. Students are subject to additional restrictions while on suspension from school. The office and teacher will record all suspensions and notify parents of the student's status. Parents will receive notification of a student suspension by telephone or a personal visit from school staff. Parents/guardians will be responsible for having their child picked up by a responsible adult when suspended. Parents are required to accompany the student to the school for an admission conference before a student can return to school. Due process procedures will be followed in all cases regarding suspension from school.

## **Discipline Review Committee Guidelines** Choctaw Tribal Council Resolution 05-083, June 2, 2005

### **Discipline Review Committees**

Discipline Review Committees shall be used as a due process hearing committee in several instances to include the following:

1. Recommendations of expulsion or suspension (in excess of 10 days) by building principal.
2. Recommendations by a building principal for Alternative placement for disciplinary, educational, safety or attendance reasons. The alternative placement shall include Alternative Education Center, another school within the Department of Schools, or other placement available to the Department of Schools.
3. Other reasons as outlined in the Student Handbook.
4. Other reason deemed advisable by a building principal.
5. Appeal of a short-term suspension of five to ten days. Appeals of less than five days may be appealed only to the building principal.

Composition of Discipline Review Committees:

1. A presiding officer, appointed by the Director of Schools, who ensures that the rules of the proceeding are communicated and adhered to by all parties. It is also the duty of the presiding officer to have the minutes of the hearing transcribed in an accurate manner, and to forward the recommendation of the committee to the parents and Director of Schools. The presiding officer is not a member of the committee. The presiding officer may be assisted by a recording secretary or court reporter.
2. There shall be three (3) Committee members on the Discipline Review Committee. Members are preferably school administrators, but may include other school employees (to ensure tribal representation on the committee) who are familiar with school policy, rules, and due process. Members shall not work on the same campus as the student or recommending principal or be a relative or close family friend of anyone involved.

Purpose of Discipline Review Committee

1. To ensure fair and impartial disciplinary action within the Department of Schools.
2. To review all evidence presented (both written and oral testimony), and make recommendations to the Director of Schools based on the evidence presented.
3. To ensure due process safeguards have been and are maintained.
4. To ensure that school rules are fairly applied.
5. To make a recommendation to the Director of Schools that upholds, rejects, or modifies the Principal's recommendation.

### **Procedural Guidelines**

The constitutional rights of individuals require the protection of due process of law; therefore, adherence to a system of constitutionally and legally sound procedures is essential. The presiding office shall ensure the following:

1. Written notice of charges against a student or reason for the review shall be supplied to the student and parent.
2. The parent or guardian shall be present at the hearing.
3. Parents are informed that they may be represented by legal counsel not at the expense of the school.
4. Hearings shall be closed to the public to protect the student.
5. The student shall be given an opportunity to give his version of facts and their implications. He shall be allowed to offer the testimony of other witnesses and other evidence if relevant.
6. The student shall be allowed to observe all evidence offered against him.
7. The hearing shall be conducted in an impartial manner, and the committee's determination shall be based solely upon the evidence presented at the hearing.
8. A record shall be kept of the hearing and retained by the Director of Schools in a secure location.
9. Within three (3) business days after the hearing, the committee shall make its decision as to disciplinary action.
10. The findings shall be reduced to writing and sent to the student, parent, and the Director of Schools.
11. The student and the parent shall be made aware of their right to appeal the decision to the Director of Schools, the Director of Education, and, ultimately, to the Tribal Chief.
12. Appeals must be submitted within five (5) business days of the parent notification of the decision by Certified Mail from the presiding officer.
13. If an appeal is submitted, the Director of Schools, Director of Education, or Tribal Chief will act within five (5) business days as to whether the appeal is approved or denied only upon record from the hearing.

## **General Disciplinary Plan**

### **A. Violence Response**

At any Choctaw Tribal School, when physical violence between two parties is witnessed, the school must immediately call the Choctaw Police Department and request that police come to the school campus. School Security Officers shall act as "first responders" and make the scene safe by separating parties as soon as possible, according to training received.

**Bullying Prevention Policy:** The Choctaw Tribal School System does not condone and will not tolerate bullying or harassing behavior. Bullying or harassing behavior is any pattern or gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic that (a) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property, or (b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. A "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, on a school bus, or when it takes place off school property when such conduct, in the determination of the school principal or Director of Schools, renders the offending person's presence in the classroom a disruption to the education environment of the school or a detriment to the best interest and welfare of the students and teachers.

**Reporting and Response:** Any person who believes he or she has been the victim of bullying or anyone with knowledge that a student or school employee has been subjected to bullying or

harassing behavior, shall report the alleged acts in writing immediately to a school official. A student may report bullying anonymously taking into account that the school's ability to take action based solely on an anonymous report, may be limited. Reports should be made promptly but no later than five calendar (5) days after the alleged act or acts occurred. The complaint will be investigated promptly with parents being notified of the nature of any complaint involving their student.

**B. Cause for Disciplinary Action**

A student is required to conduct himself or herself properly while under school supervision. A pupil may be paddled, detained, suspended, or expelled according to the nature and frequency of the action. Administrators and teachers shall hold students accountable for disorderly conduct or misconduct at school; on the way to and from school; at school meetings, programs, functions, and activities; and upon school buses. The principal or assistant principal is authorized to institute appropriate disciplinary action including immediate suspension, if warranted, of any student for disorderly conduct or misconduct including, but not limited to the following:

1. Fighting	2. Disorderly Conduct	3. Harassment, intimidation or threats
4. Disruptions of school operations, functions, programs or activities	5. Disobedience	6. Disrespect
7. Insubordination	8. Insulting behavior	9. Insulting language
10. Obscene language	11. Vandalism	12. Malicious mischief
13. Theft	14. Damage to private or school property	15. Indecent exposure
16. Sexual acts or activity	17. Public displays of affection (including in cars parked in the vicinity of any school building or activity).	18. Leaving class, school or a school program without proper authorization
19. Under the influence and/or in possession of a controlled substance	20. Any offense otherwise punishable by law	

**C. Electronic Devices**

The Choctaw Tribal School District, (CTSD), is aware of advances in technology and values the role it can have in the education of students. Cell phones and other electronic devices may not be used, displayed, or turned on during class time unless directed by a teacher specifically to support instruction as **included in the lesson plan**. Otherwise, students shall not use, display, or turn on cellular phones, i-pods, mp3s, lasers, communication beepers, video phones, pagers or other electronic devices during the regular school day. Cell phones should also be off and put away on school system operated vehicles and during an emergency drill/evacuation. Violations will result in the item being confiscated and turned in to the main office.

The confiscated item will be returned only to a parent or guardian after school on the following school day on the first offense, \$10; after 7 calendar days for the second offense, \$20; and, at the end of the semester after the third offense.

**School officials may review the contents of any electronic device found at school if they have reason to believe that the contents of the phone could assist in an**

**investigation or if there are allegations that there is inappropriate content on the device.**

Note: Choctaw Tribal Schools shall not be responsible for any lost, broken or stolen items brought to school by a student. The confiscation of a cell phone during any state-wide subject area or grade level testing may result in the student automatically failing that test.

D. **Professional conduct of staff members.** Because school staff must grade student work, evaluate students or provide feedback in ways that friends do not, **employees may not “friend” a student on social media.** (Exceptions to this would include staff members who are relatives of a student. Even in this case, caution should be used in what is shown and discussed on social media sites). **Staff should never communicate with students and families through personal texting, personal email or personal social media.** Staff may communicate with students and families through the school monitored email systems and accounts. **Staff text messaging a student on a personal phone is not a school approved use of media.**

E. Once a student has arrived on the school premises, he or she is not to "socialize" with any person who is not a student or staff member at the school without permission from the principal's office. Socializing means to talk to, get in the car with, or accept food and drinks from.

F. **Safety Inspections** - When a principal or the principal's designee has reasonable suspicion to believe that any item prohibited by school policy, rules, or tribal or federal law is on school property, that official may search lockers, desks, personal property, and/or persons for that item. To ensure a safe school environment for all students and staff, a metal detector may be used and random and unannounced searches may be conducted. Throughout the year, there will be occasional and unannounced inspections by a law enforcement agency's drug detection dog. Campus security officers will assist the school principal in completion of all safety inspections, searches, and other duties as assigned by the principal to ensure that the campus is a safe environment conducive to learning.

G. **Gangs** - Students on tribal school property, on the way to or from school, or at any school-sponsored activity shall not conduct themselves in any manner, whether in appearance or behavior, that demonstrates their affiliation with any gang.

H. **Personal Appearance** - Students and parents are responsible for maintaining reasonable standards of cleanliness and appropriateness of dress. Students are encouraged to be well-groomed. Students whose dress or appearance is disruptive will be referred to the principal or assistant principal who, working with parents/guardians and the student, will have the responsibility for correcting the problem.

- No pierced body jewelry or decoration, except for ear rings.
- Tattoos and scarification are strongly discouraged and, if considered disruptive, will also result in a conference with the principal and parents/guardians.
- No caps or bandanas may be worn at school, even during cold weather. Students may not wear hoods pulled over their heads anywhere on campus.
- Clothing or articles worn or possessed with profane, inflammatory, vulgar, or immorally suggestive language, alcoholic or tobacco slogans shall not be worn.
- No clothing or articles displaying messages or graphics of illegal drugs/substances.

- No sagging pants. No skinny jeans or low-rise jeans. No leggings, tights, or yoga pants unless worn with a dress/skirt or shirt that covers the hips.
- Shorts, skirts, and dresses must meet the minimum specification of extending at least to the end of the student's fingertips when the student is standing straight with arms down the side.
- Tank-tops, muscle-shirts, and similar garments may not be worn without a T-shirt. Halter-tops are not permitted. No see-through shirts/blouses. No clothing may be worn which exposes the midriff or waist area.
- No colors, bandanas, symbols, signs or dress associated with gangs or cults will be tolerated. These will result in suspension or expulsion as determined by the Discipline Review Committee.
- No students shall have their body parts painted with paint, liquid paper, ink, or other distracting marks.
- If an item of dress is questionable, DO NOT WEAR IT.

**Non-compliance with the Personal Appearance Policy is considered a Step 1 or 2 violation (according to the circumstances) on the Disciplinary Step Ladder and will be treated accordingly.**

**Travel Wear** – All students traveling with athletic teams must comply with the Dress Policy or wear official travel uniforms designated by the team coach. Students must comply with Dress Policy requirements on school-sponsored field trips.

**Spirit Day** – Some days during the school year may be designated as a “Spirit Day”. On these days, school colors and school organizations will be promoted. Tops may include appropriate shirts that display logos promoting school organizations associated with the school. On game days, the principal may grant approval for team members and cheerleaders to wear athletic clothing during the school day.

**Special Days** – Principals may occasionally designate special days to allow a deviation from the dress code. These days will be announced and promoted prior to the event. No sleepwear or underwear worn outside the clothing is allowed on any day, including both students and staff. No masks or face covering may be worn on any day, including Halloween.

- I. **School Property** - All school property should be treated with respect. Should anything be damaged, the student will be expected to make adequate repair, pay for the damaged item, or work off the cost of the item(s) during non-instructional time. In addition, appropriate disciplinary action may be taken if it is determined by school officials that the damage was done intentionally. Since maintenance problems related to gum chewing often occur, gum chewing will be restricted in the school.
- J. **School Visitors** - Parents and adult family members are encouraged to visit the school and to be involved in their children's education. Parents may visit for a short period or for an entire day. All visitors shall obtain permission and a Campus Pass from the principal before entering a class or checking out a student from class.

Adults: Adult visitors are welcome in our schools since visitation usually expresses wholesome interest in our efforts to maintain a quality program. It is understood that intended visits should be cleared in the principal's office so that proper guides may be available. Spontaneous visits often prevent staff from helping to make the visit meaningful and enjoyable.



Students: Students not enrolled in the Choctaw Tribal Schools are not authorized to visit during the school day unless it is for a specific purpose and has been approved by the school principal. For any such approved visits, students must follow a pre-arranged schedule.

Loitering by students or visitors in the parking lots – including in vehicles – is not permitted.

K. Leaving Class - Students are not allowed to leave class without permission from the teacher. Students must have a corridor pass to be in the corridors during instructional time.

L. Academic Dishonesty - Academic dishonesty will be defined as receiving or giving aid on any exam, written assignment, quiz, recitation, or project. Participation in academic dishonesty will result in the following:

1. An automatic zero (0) for that particular exam, written assignment, quiz, recitation or project
2. For a second occurrence, an automatic loss of academic or extra-curricular privileges as deemed necessary by the principal and a required conference with the parent(s), student, teacher, and an administrator before credit for the course will be given.
3. Students may not appeal the Principal's decision regarding academic dishonesty beyond the Director of Schools. Any appeal to the Director of Schools of a decision regarding academic dishonesty will be reported in writing to the Tribal Council Committee on Education.

M. Library - All students are entitled to use the library and to check out books. The high school library is open before school and throughout the school day. High school students must have a hall pass signed by their teacher to be admitted into the library during the class period. Middle school students will visit the library according to schedules and arrangements at their local schools. Students will be asked to return to their class at any sign of disturbance and will not be permitted to use the library for one week. Students will not be excused from the library for any reason except to return to class. Students must observe all rules posted in the library.

The purpose of the library is to enrich the educational program and to help fulfill the philosophy of the tribal school system. In addition to meeting the needs of the educational program, the libraries will be used to stimulate independent reading, studying, and research. To provide an adequate program for both students and teachers, the following guidelines will be used:

1. Books may be checked out for a period of two weeks. Students may renew books.
2. Students will be held responsible for books checked out from the library and required to replace or pay for library books which are lost or destroyed.
3. A fine of 5¢ per day will be charged for overdue books.

N. Lockers - High School and Middle School - Lockers are assigned by the assistant principal at the time of registration. Students are expected to keep lockers neat and orderly at all times and to use only the lockers assigned to them. Books should not be left on the floor or at the top of the lockers. Books and other materials needed for the next two or more classes should be taken from the locker at the same time. This will relieve the congestion around the lockers and eliminate tardiness.

O. Lost and Found Articles - Students who have lost an article of value should notify the principal's office. Students who have found an article of value should take it to the principal's office.

P. Textbooks

1. Textbook Tracking  
Textbooks will be issued to all students. Textbooks will be assigned to students through a computer book-tracking system. Each book a student is issued will be included in a patron

record to keep track of the books until the textbooks are returned at the conclusion of a course.

2. **Lost or Damaged Books**

Lost or damaged books **must be paid** for by the student or his/her parent/guardian before another is issued. All fines **must be paid** so that student records may be cleared.

3. Part of the school experience is learning to be responsible. All students are expected to return their textbooks or, if a book is lost, to see to it that the book is paid for. The classroom teacher will conduct daily textbook checks and turn in a report of missing books to the curriculum coordinator at least **two (2) times** per nine weeks. The report of missing books will also be turned into the school principal for privilege restrictions until the book is found or the debt paid. Students who are unable to produce a textbook for book check or unable to return the book at the end of the course, will lose his or her privilege to engage in extracurricular activities (e.g. sports, band, cheerleading, school clubs, school trips, field trips, dorm trips) until the book is returned or the debt is paid. Students will have the following alternatives for payment:

(1) Working off the debt by being a custodian's assistant. This must be arranged with the principal. (2) The student or parent/guardian may pay the debt directly.

Q. School Telephones - Telephones are for business use only. Students will only be permitted to make or receive personal telephone calls in the event of an emergency. A student must get permission from school personnel in charge to use the telephone.

R. Homework - The Choctaw Tribal School System emphasizes the importance of daily homework assignments that are meaningful and appropriate for individual student learning. Homework is meant to develop individual work and study habits among all students and should be encouraged by parents and family members. In order for positive work habits to be developed, parents are encouraged to help their children create an appropriate space within the home for reading and studying. Parents are also encouraged to help their children manage their evening activities and television viewing so that adequate time for homework and learning is set aside each day. Homework will be assigned every day, Monday through Friday.

Every student should do enough studying at home for successful achievement at school. No student in our school can do his/her school work satisfactorily without a sufficient amount of outside study. It is an impossibility to prepare all lessons at school – it cannot be done. A student should not depend upon his or her parents to do his or her homework.

S. Parent/Teacher Conferences - The Choctaw Tribal Schools encourage teachers and parents to meet regularly and to take a genuine interest in students attending Choctaw schools. Individual schools, teachers and counselors will schedule times for parents to visit the school to discuss their child's progress and development and to become aware of activities in which their child participates. Additionally, principals, counselors, and teachers will arrange time to visit families and to participate in community activities.

Parents are urged to confer with the teachers concerning their children; however, since interruption of classes interferes with the learning process for other students, it is requested that the parent first contact the principal's office to arrange an appointment with the teacher. Teachers shall refer parents to the office if an appointment has not been made for a conference.

T. Specific Emergency Plans - Instructions for fire drills, natural disaster drills, and bus evacuation drills will be given to students by teachers the first week of school. Principals are responsible for determining the schedule and number of drills necessary to meet safety standards. Documentation for all drills conducted at the schools is available for review in the principal's office.

1. Tornado or severe weather (notification by intercom): a tornado watch means weather conditions are favorable for a tornado. A tornado warning means one has been spotted. ALL students are to be moved to a school hall. While in the halls, the pupils are to be seated near the walls with their knees brought up to the sides of the head. If students are between classes when an alert is sounded, they should report to the hallway nearest their next class. Do not use the phone at this time.

2. Fire, explosion, and bomb threat: In case of fire, students are immediately instructed to go to a designated area, under the supervision of the teacher, away from the building. All windows are to be closed and the door is to be closed on the way out of the classroom. Students are to proceed in an orderly yet rapid manner to the designated area. No student is to open a locker for any reason. In case of explosion, students will be directed out of the building to a safe place. First aid will be administered as needed.

3. To account for the safety and well-being of all students, teachers should take their roll books and check roll immediately upon reaching the designated area.

4. Each school must follow the provisions of its Emergency Management Plan and the Continuity of Operations Plan (COOP Plan).

5. Lock Down drills will be conducted four times a year according to the following procedure:

- a. Lock all exterior doors
- b. Lock all interior doors
- c. Assign staff to secure specified and pre-arranged areas; monitor conditions
- d. Recognize need and be ready for contingencies
- e. Turn off gas, water, and electricity immediately if directed to do so
- f. Always send two people for initial assignment

6. Daily Lock-Down procedures:

- a. All exterior doors, except the front entrance, must be locked at all times
- b. Interior rooms must be locked when vacant. Teachers must lock the class room when at break or lunch. All teachers must have keys to the classroom and to the nearest exterior door.
- c. Students are not allowed to unlock doors or to stay in a classroom without an adult present.
- d. All closets and storage areas must be locked at all times.

7. All staff must instruct students that under no circumstances are any non-school persons allowed into the building unless they have a pass or are part of a rescue team. All parents/guardians and other visitors must enter by the front door.

U. Personal Belongings - Personal belongings permitted by teachers and parents may be brought to school as long as they do not become disruptive and are not used for purposes other than those permitted by the teacher. Any items of personal belonging which are not approved by the teacher will be kept in the principal's office. The Choctaw Tribal Schools will not be responsible for lost, broken or stolen personal belongings. Personal belongings should not be left in unauthorized locations on campus.

V. School Trips - Class trips and field trips can be a good learning experience for students, parents and teachers; however, all school related trips must be well planned in advance and related to the academic or extracurricular activities of the school. Additionally, the following must occur before students are taken away from campus:

1. The proposed activity and plans for adequate transportation, supervision and resources must be approved by the school principal.

2. Parents must be fully informed of the purpose of the trip and of all planned activities. Written permission for student participation, as well as provisions to provide emergency medical treatment, if necessary, must be received from the child's parent or guardian before a student will be allowed to take part in these activities.

3. Neither the school nor the school system shall sponsor or support any Senior trips other than educational field trips taken as part of the regular school year academic program.

- W. Officially Approved School Clubs and Student Organizations - To become an officially approved club, a *Choctaw Tribal Schools – Application to Establish Class and Club Account* must be completed and filed with the school principal by September 1 of the current school year. The application requires that a statement of purpose of the organization be completed, a proposed staff sponsor(s) named, and fundraising information listed. Once the completed application has been received it will be reviewed by the school principal and forwarded to the Choctaw Tribal Schools district office for district level approval by the School Business Manager, the Director of Schools, and the Director of Education. The application is then presented to the Education Committee and the Tribal Chief for review and final approval. Intercom announcements, fundraising, campus events, and on-campus advertisements/notices are limited to officially approved extra-curricular clubs, classes, and sports teams of the school as well as tribally recognized entities and community partners. Applications are available in the Principal's office.
- X. Fund-Raising - All fund-raising activities conducted on school property must have the prior approval of the school principal who will be responsible for ensuring that all student activity accounts are properly administered through the tribal centralized accounting system. Only-fund raising activities sponsored by the school or school approved student/parent organizations may be conducted on school property. Additionally, all fund-raising activities involving the sale of food items must be conducted in accordance with the Choctaw Tribal School System's Wellness Policy.

All funds raised by the individual members of a group become the property of the group. Individual students have no claim to funds except for group participation expenses. No student may expect any refund in the event that he or she cannot participate in the group activity. Generally, these funds may be redistributed to students only. These funds may not be provided to staff members, chaperones, or group sponsors for any reason other than lodging or per diem expenses.

All groups raising funds for any reasons are required to have a parent meeting prior to beginning fund-raising in which all policies and guidelines are thoroughly explained. Parents will sign a form at this meeting indicating their understanding of fund-raising policies.

- Y. Student Automobiles - High School - Written permission from parents must be obtained and approved by the principal before students may bring automobiles to school. Students are not to sit in cars on the campus or in cars in the parking area. Students may not leave campus by themselves or with other students unless permission to leave school has been granted from the office. All students leaving campus during the school day must check-out with the parking lot guardhouse attendant.

At Choctaw Central High School, students will be required to park in front of the main building. Absolutely no parking by students will be allowed behind the music building, cafeteria, Instructional Services Complex, or gym. All student vehicles are to be registered with the high school office and must display a parking decal issued by the school. Students must show proof-of-insurance in order to obtain a decal.

Z. School Prayer - The Mississippi Band of Choctaw Indians and the Choctaw Tribal School System condone voluntary prayer and meditation in the Choctaw Tribal Schools. Prayers and meditations shall be strictly voluntary, and no students shall be required to participate.

AA. Deliveries at Schools - Schools will not accept deliveries of flowers, candy, gifts, and other such items at any time.

BB. Minimum Classroom Rules

Students should maintain the following minimum standards of behavior in the classroom:

- Follow directions.
- Participate in assigned activities or, when assigned tasks are completed, projects of individual interest.
- Be kind and courteous to classmates and school employees.
- Use positive conversations and actions without profanity or degrading words and actions.
- Be prepared for classroom instruction by bringing paper, books, pencils, homework, and other assigned materials to class each day.

CC. Corridor Rules - Hallways may be crowded; however, if students follow the simple rules dictated by courtesy and common sense, confusion will be kept to a minimum.

1. Make a habit of walking on the right side.
2. At the high school and middle school, do not monopolize the space near one's locker; be considerate of others who need to get to their lockers.
3. Do not run in the halls.
4. Loud laughter, yelling, whistling or any other unnecessary noise is not permitted.
5. If a teacher or visitor comes through the corridor, courteously move to one side.
6. Do not block classroom doors or doors leading into the building.
7. Be considerate of classes that are being conducted.

DD. Cafeteria Rules - The cafeteria, besides being a place where the nutritional needs of students are met, provides an atmosphere where good human relations can be developed between students and staff and good manners can be reinforced.

- All students and school instructional staff are expected to eat in the school cafeteria every day
- Students and staff shall clear tables of all waste and put waste into proper containers
- Tables shall be left clean and orderly; and, if appropriate, chairs left properly spaced.
- All food items must be disposed of properly. No food may be taken from the cafeteria.
- Students are not permitted to bring any drink items into the cafeteria.
- Students must not break into the lunch line or hold places in line for other students.
- The cafeteria will close at 7:50 a.m. for breakfast. Students arriving after 7:50 a.m. will not be served except in the event of late buses.

CCHS Lunch Period Student Responsibilities

- Students must report to their 5th period class for attendance to be recorded before going to the cafeteria.
- Students will leave the classroom with their teacher and walk as a group to the cafeteria with their teacher.
- Students will enter the cafeteria through designated doors.
- Students will sit together as a class at assigned tables in the cafeteria.
- Students will not bring outside beverages into the cafeteria. Outside beverages will be confiscated.
- Students will remain in the cafeteria until lunch period has concluded.
- Students are not allowed to take any food or beverages out of the cafeteria.
- Students will return to class as a group with their teacher.
- Students are not allowed to go to the restroom after lunch until they have first reported back to the classroom and obtained permission from the teacher.

- Students who do not comply with these guidelines will be subject to the Discipline Plan (Willful Disobedience).

#### CCHS Lunch Period Teacher Responsibilities

- Teachers must record class attendance before going to the cafeteria.
- Teachers who have classes assigned to second lunch will not release their classes until the second lunch bell has sounded.
- Teachers will escort their classes to and from the cafeteria as a class.
- Teachers will take their attendance books with them to the cafeteria to account for students in case of an emergency.
- Teachers will immediately report any student non-compliance to the administrator on duty.
- Teachers will not leave the cafeteria until all assigned students are present and accounted for.

#### EE. Bus Rules

Transportation on school buses is a privilege offered to students. School bus drivers have authority to keep order on his/her bus and are held responsible for the safety of students while on the bus and for any damages to the bus while on his/her assigned route. Only students who behave and abide by the rules and regulations may ride the bus. Safety is a top priority on all school buses and all passengers should not distract the driver thereby putting everyone on the bus at risk. Some school bus rules and regulations are listed below:

- All school rules that apply to conduct at school also apply on the bus.
- Bus drivers will give additional directions to students as needed to ensure the safety of each rider, including assigning seats as necessary.
- No eating or drinking on the bus at any time.
- All students **MUST** be in seats while on the bus is in motion.
- No loud hollering, singing, or distracting noises shall be permitted.
- No objects should be thrown on a bus.
- Any student abusing or defacing the bus in any way will required to pay the damage.
- No part of the body should be on the outside of the bus at any time.
- Students shall use proper procedures for loading and unloading.
- Students should be ready and waiting for the bus at the scheduled time. **THE BUS DRIVER IS NOT REQUIRED TO WAIT.** Considerations will be given on cold or rainy days.
- After boarding the proper bus, students may not leave the bus on its way to or from school, nor be checked out from the bus by anyone. For the safety of all students, parents must check students out from the school prior to bus loading times.
- Bus route changes can only be made by individuals on the approved check out list for the student. Requests must be in writing and received by 12:30 p.m. if the student will be allowed to ride another route. **Students must have a bus change form to hand the driver in order to board the bus.** Route changes should go to regular drivers as well as the driver who will transport the student to the alternate location. In special circumstances, the school principal (not a secretary) may approve an afternoon bus change on the basis of a parent/guardian telephone call.
- Students assigned to a special out-of-attendance boundary route must ride daily or notify the school and/or driver when they will not ride in order to receive continued transportation services. Agreements between the school and parents may have to be signed.

This is the process when a student is referred to the school office due to a bus referral\*:

Step 1 – Warning, corporal punishment, or one (1) day suspension from the bus. A phone call will be made to a parent. A dated copy of the discipline policy, signed by the principal and the bus driver, will be sent home to be signed by the parents and returned to the bus driver. If a signed copy of the discipline policy is not returned to the bus driver, the suspension from the bus will continue indefinitely.

Step 2 – Two (2) day suspension from bus. A phone call will be made to a parent. A dated copy of the discipline policy signed by the principal and the bus driver will be sent home to be signed by the parents and returned to the bus driver. If a signed copy is not returned to the bus driver, the suspension will continue indefinitely.

Step 3 – Four (4) day suspension from bus. A phone call will be made to set a mandatory conference. A personal visit will be made to the home if a parent cannot be reached by phone. If the parent does not attend the required conference, the suspension will continue indefinitely.

Step 4– Ten (10) day suspension from bus. A phone call will be made to a parent and a certified letter sent to the parent. Principal will make recommendation for parent and student to appear before the District Discipline Committee.

Step 5 – Expelled from the bus for the remainder of the school year and probation at the beginning of the next school year for sixty (60) days when the expulsion occurs after March 1.

\*Based on the severity of the bus behavior (e.g. fighting, possession, major defiance, or violations that create an unsafe condition on the bus) a student may be suspended from riding the bus and may also be assigned to the school discipline ladder where they will receive additional school restrictions and punishment.

Only the Director of Schools or Principal can lessen the length of a suspension once it has been given. This will only be done by letter with a complete explanation that is forwarded to the transportation coordinator and bus driver.

A copy of all forms returned to the bus driver from parents will be kept by the building principal with copies forwarded to the transportation coordinator.

FF. Athletic Events - Students who are spectators at athletic events are subject to the same rules that are observed in school and owe the athletes every consideration and respect possible. Students should refrain from the use of abusive language and inconsiderate treatment to visiting athletes and officials. Any unsportsmanlike conduct on the part of the spectators may result in probation for the school.

#### GG. Scheduling of Student Events During NAYO Events

So that the students of the Choctaw Tribal Schools may have no conflicts participating in NAYO tournaments, Tribal School activities will avoid NAYO dates as clearly as possible. This is especially important during the annual Good Friday NAYO tournaments. The Choctaw Tribal Schools will not schedule or participate in any softball/baseball or other MHSAA activities from Thursday through Monday of Easter weekend.

#### **HH. Expulsion**

1. For any offense other than the possession of a weapon or explosive device, expulsion is defined as any denial of school attendance which will terminate at the beginning of the next school year.
2. Expulsion which results from the possession of a firearm or explosive device shall be for one calendar year.
3. A student may appeal an expulsion through the following levels:  
(1) the Director of Schools, (2) the Director of Education, (3) the Tribal Chief.
4. A student who is expelled will be encouraged to pursue alternative forms of education.
5. A student who is expelled shall not be allowed on campus at any time during his/her expulsion and shall not be allowed to attend any school-related activities. This applies to all schools in the Choctaw Tribal School System.

6. Any student who has faced an expulsion or suspension in another school district must complete the suspension and/or expulsion before they will be allowed to enter the Choctaw Tribal School System.

## II. Alternative Education Program

The Alternative Education Program is a program that provides an alternative placement setting for students with special discipline needs and/or special education rulings. Alternative placement must be based on a student's behavior problems; placement is not to be based on excessive tardies or other attendance issues but on the response to intervention (RTI) needs and documentation for the student. The program works to keep students in school, meet their current educational needs, and provide additional services as determined by a Child Study Team or Multidisciplinary Team. Placement is based on the following criteria:

1. Individual needs of the student as detailed in the academic and disciplinary file.
2. Written recommendation of the school principal and the student's teachers. (See Alternative Principal for referral forms.)
3. Final approval by the Director of Schools

Students with disabilities must have a Functional Behavior Assessment (FBA) in place before a referral to any Alternative Program. (See Behavior Intervention Specialist for more information concerning a functional behavior assessment.) An IEP meeting must take place prior to a change in placement. The IEP Committee will address the behaviors of concern, review current behavior plans and goals and develop additional goals if needed to ensure that the student's behaviors improve.

In all cases, parents/guardians will have an opportunity to discuss their child's placement into the Alternative Education Program. If the team determines that the Alternative Education Program is the best placement for the student, the parent/guardian cannot override the decision.

During a student's placement in the Alternative Program, he or she is suspended from participation in all extra-curricular programs and activities (including practices) at the home school and also suspended from visiting the home school at any time during the school day.

The standard school uniform is required attire for the Alternative Program with the following additional requirements: shirts must be tucked in at all times, a belt must be worn, and shoe laces must be tied.

Students who are assigned to the Alternative Education Program will receive mandatory counseling from competent mental health professionals as assigned by the program administrator. Participation in assigned counseling is required as part of placement. Behavior Health services and/or Wellness programs will be utilized based on parent/guardian approval.

For security and safety reasons, students in the Alternative Education Program may be required to submit to random testing for drugs and alcohol. Failure to submit to such testing is grounds for immediate expulsion from the Choctaw Tribal School System. Failure to pass such testing may be grounds for extension of placement time in the Alternative Education Program or other appropriate disciplinary action. Successful passing of such testing may be a requirement for return to the regular education program.

An Exit Meeting including the student, school administrators, and parents/guardians **must be held** before the student may return to the regular education program. For students with disabilities, an IEP meeting with the required members must be held before a change of placement.

There is a minimum student placement time of 45 days at the Alternative Education. Students returning from Alternative placement will be placed on an automatic probation period of fifteen (15)



school days during which time they will not be allowed to participate in any extra-curricular activities. Once the student has successfully completed their probation period, they can return to all activities.

A student who is placed in the Alternative Education Program for drug and/or alcohol violations may be ordered by the Choctaw Tribal Court System to participate in the Youth Healing to Wellness Court Program and will comply fully with all program requirements. Participation in wellness or any other behavioral counseling program will be reviewed before a student is released from the Alternative Program. For more information about the Alternative Education Center, call 663-7801.

#### JJ. Choctaw Central Dormitory

All rules of conduct, standards for behavior, corrective actions, and discipline procedures stated within this handbook, as well as those included within the Dormitory Handbook, apply to students enrolled in the dormitory program. Any corrective actions or disciplinary actions taken by either the academic program or the dormitory program will apply to both programs.

## **X. DUE PROCESS PROCEEDINGS**

The following student rights and requirements for due process are required by 25 CFR Part 42.

### A. Rights of the Individual Student

Individual students at BIE funded schools have, and shall be accorded, the following rights:

1. The right to an education.
2. The right to be free from unreasonable search and seizure of their person, to a safe and secure environment and property, and to a reasonable degree of privacy. (The school retains the right to disseminate to the media pictures and/or information concerning students unless a student's parent or guardian requests in writing to the principal that such information not be released.)
3. The right to make his or her own decisions where applicable.
4. The right to freedom of religion and culture.
5. The right to freedom of speech and expression, including symbolic expression, such as display of buttons, posters, choice of dress, and length of hair, so long as the symbolic expression does not unreasonably and in fact disrupt the educational process or endanger the health and safety of the student or others.
6. The right to freedom of the press, except where material in student publications is libelous, slanderous, or obscene.
7. The right to peaceably assemble and to petition the redress of grievances.
8. The right to freedom from discrimination.
9. The right to due process. Every student is entitled to due process in every instance of disciplinary action for alleged violation of school regulations for which the student may be subjected to penalties of suspension, expulsion, or transfer.

### B. Due Process for Suspension

1. Suspension is defined as any exclusion from school of a student not exceeding ten (10) days.
2. No suspension will be made without giving the student an **informal hearing** by the principal. This will include a review of the charges and an opportunity for the student to present his or her version of what happened.
3. The parents/guardians of the student are to be notified by mail of the suspension, the notice being mailed within twenty-four (24) hours of the suspension. In addition, a school official should attempt to notify the parent/guardian by phone.

C. Due Process for Expulsion

1. Expulsion is defined as any exclusion from school of a student in excess of ten (10) days.
2. Written notice of charges within a reasonable time prior to a hearing. Notice of the charges shall include reference to the regulation allegedly violated, the facts alleged to constitute the violation, and notice of access to all statements of persons relating to the charge and to those parts of the student's school record which will be considered in rendering a disciplinary decision.
3. A fair and impartial hearing will be granted the student prior to the imposition of disciplinary action, absent the actual existence of an emergency situation seriously and immediately endangering the health or safety of the student or others. In an emergency situation the official may impose disciplinary action not to exceed a temporary suspension, but shall immediately thereafter report in writing the facts (not conclusions) giving rise to the emergency and shall afford the student a hearing which fully comports with due process, as set forth herein, as soon as practicable thereafter.
4. The above hearing shall be conducted by an expulsion committee composed of two principals and two teachers (none of whom may be from the school in which the student is enrolled at the time of the incident). The meeting shall be chaired by one of the principals.
5. A student may appeal an expulsion through the following levels: (1) the Director of Schools, (2) the Director of Education, (3) Tribal Chief.
6. The student will have the right to the following:
  - To have present at the hearing the student's parent(s) or guardian(s) (or their designee) and to be represented by lay or legal counsel of the student's choice. Private attorney's fees are to be borne by the student.
  - To produce, and have produced, witnesses on the student's behalf and to confront and examine all witnesses
  - A record of hearings of disciplinary actions, including written statements of fact and conclusions in all cases of disciplinary action.
7. The student shall not be compelled to testify against himself or herself.
8. The student has the right to have all allegations of misconduct and information pertaining thereto expunged from the school record in the event the student is found not guilty of the charges.

## **STATEMENT OF NONDISCRIMINATION**

The Mississippi Band of Choctaw Indians and the Choctaw Tribal School System does not discriminate in policies, procedures, employment, admissions, or eligibility for class or program participation on the basis of race or racial heritage, color, national origin, religion, gender, or disability in violation of the law.

However, in accordance with federal law, the Mississippi Band of Choctaw Indians adheres to a publicly announced policy and practice of extending preferential treatment to qualified Indians in regard to employment. Additionally, student enrollment in the Choctaw Tribal School System is limited to children who hold a Certificate of Degree of Indian Blood which certifies one-fourth or more Indian ancestry, according to Title 25 of the Code of Federal Regulations in Part 31.

All students shall be guaranteed equal access to all school programs, courses, services, and extra-curricular activities regardless of gender or disability.

Any employee complaints of discrimination shall be handled in accordance with the Mississippi Band of Choctaw Indians Administrative Personnel Policy Section VI(D) entitled "Grievance."

Student or parent/guardian complaints of discrimination may be filed according to the procedures described elsewhere in this handbook.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY**

The Choctaw Tribal School System is in compliance with provisions granted under the Family Educational Rights and Privacy of 1974, and confidentiality law under Public Law 94-142. Under these laws the parents of students enrolled in any educational institution receiving federal funds are given certain rights concerning the school records of their children.

The following rights are accorded you under the act:

1. You are entitled to have access to your child's school records upon request. The request should be directed to the building principal.
2. You are entitled to inspect and review the contents of your child's school records, and to challenge the contents if you feel they are inaccurate, misleading, in violation of the privacy or other rights of the student, or if they contain inappropriate data.
3. Before any school records will be released to third parties (colleges, potential employers, etc.) who have requested copies of your child's school records, the school must have your written consent, or the written consent of the student who is 18 years of age or older.
4. Upon receipt of a subpoena or judicial order requiring the principal to relinquish control of your child's record, you will be notified of the subpoena or judicial order before the principal will relinquish control of the records.
5. Whenever your child enrolls in another elementary or secondary school outside this district, you will be notified of the transfer of the record.
6. The school assures that it will provide for the legal access and safe keeping of such records in compliance with the Privacy Act of 1974 and Public Law 94-142 by providing fireproof and locked files for your child's records.

7. The law allows "directory information" about students to be made public without specific permission from parents. You are entitled, however, to request the deletion of certain information about your child from school directories.
8. The school will maintain a list containing the signature, the date, and the reason for all persons receiving access to your child's records. The law, however, allows school officials, including your child's teacher, to have access to school records without signature. You are entitled to have access to this list.
9. When your child becomes eighteen (18) years of age, the rights formerly accorded to you as a parent with respect to school records will become the sole rights of the student.

If you have questions concerning the Family Educational Rights and Privacy Act of 1974, you should call the principal of your community school.

#### **Notice of the Presence of Asbestos Containing Material (ACM)**

In accordance with 40 CFR Part 763.93(g)(4), the campuses of Bogue Chitto Elementary School, Conehatta Elementary School, Pearl River Elementary School, Red Water Elementary School, Standing Pine Elementary School, and Tucker Elementary School have been certified as asbestos free. However, the campuses of Choctaw Central High School and Choctaw Central Middle School have areas of asbestos which have been abated and posted. Concerned individuals should contact these schools to review the respective schools' asbestos management plans.

## **CHOCTAW TRIBAL SCHOOLS INTERNET USE POLICY- ACCEPTABLE AGREEMENT USE POLICY**

Internet and network access is provided to the students and staff at Choctaw Tribal Schools. Education is the primary function of Choctaw Tribal Schools. Computers are tools with which to perform research, retrieve information, compile data, and create documents.

By signing the Acceptable Use Policy, the students, staff, and students' parents or guardian agree to obey the rules outlined in the Acceptable/ Agreement / Use Policy. This document describes responsibility for use of the network and internet and also consequences when the privileges are abused. The use of equipment, computers, network resources, and the internet is a privilege, not a right, and inappropriate use will result in a cancellation of these privileges.

### **NETWORK ETIQUETTE**

Users are expected to abide by the general accepted rules of network etiquette. These include but are not limited to the following:

- Be polite. Messages should not be abusive to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not reveal addresses, credit card numbers, or phone numbers
- Illegal activities are strictly forbidden
- Electronic mail is not guaranteed to be private. System administrators have access to all mail.
- Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that others' use of the network would be disrupted.

### **USERS AGREE TO ABIDE TO THE FOLLOWING:**

- Use of the network must be in support of education and research.
- Users must not reveal their password or use other users' passwords.
- Users shall not damage computers, computer systems or computer networks, which include altering software components of a computer or system.
- Users are prohibited from transmitting or intentional receipt of hate mail, harassment, and other antisocial behaviors on the network.
- Users shall not use the network to access or process pornographic material, inappropriate text files, or any illegal activity.
- Users agree not to use the chat rooms.
- Users agree not to send chain letters.
- Students agree not to play games on the computers unless authorized by monitoring staff.
- Students shall not send, receive, or check personal E-mail, except with permission before or after school.

### **COMPUTER LAB USAGE:**

- Staff members assigned to a group of students are responsible for monitoring and overseeing their network and internet activity.
- No food or drinks allowed in the computer labs.
- Teachers are expected to have lesson plans before students use the internet, which includes researching sites that are used.

### **CONSEQUENCES OF UNACCEPTABLE USE ARE:**

- Suspension and/or termination of network and internet privileges.
- And/or additional disciplinary action as determined at the administrative level regarding unacceptable language and /or behavior.
- And/or referral to law enforcement authorities for criminal or civil prosecution.

### **Internet Use Agreement**

User's Full Name: (Please print): \_\_\_\_\_

I understand and will abide by the terms and conditions for Internet Access. I further understand that any violation of the federal and /or state regulation is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, and school disciplinary and/or appropriate legal action may be taken.

User's signature: \_\_\_\_\_ Date \_\_\_\_\_

**PARENT or GUARDIAN AGREEMENT:**

(Completion of this section is required for students under the age of 18)

As the parent/guardian of this student, I have read the terms and conditions for Internet Access. I understand that this access is designed for education purposes and that Choctaw Tribal Schools has taken available precautions to eliminate controversial material. However, I also recognize it is impossible for Choctaw Tribal Schools to prevent access to all controversial material. I hereby give my permission to grant access for my child and certify that the information contained on this form is correct. This form must be signed for each child attending Choctaw Tribal Schools. I grant permission for my child's picture and name to be displayed on Choctaw Tribal Schools Internet materials.

Signature of Parent / Guardian: \_\_\_\_\_ Date \_\_\_\_\_

The principal enters into this agreement on behalf of the instructors in this school who agree to instruct the students on acceptable use of the network and proper network etiquette. The principal's signature is on file in the school office. The students may use the network for individual work in the context of several classes, and we cannot be held responsible for the student's use of the network or the quality of the information which they acquire.

## Wellness Policy

**This policy applies to all schools and programs within the Choctaw Tribal School System.**

To help combat childhood obesity and improve children's health, the **Child Nutrition and WIC Reauthorization Act of 2004 (PL # 108-265)** requires each local educational agency that receives funding for U.S. Department of Agriculture (USDA) Child Nutrition Programs to establish a local school wellness policy by the beginning of 2006-2007 school year. With this new requirement, the U.S. Congress recognizes that schools play a critical role in creating a healthy environment for the prevention of childhood obesity and for combating problems, like Type 2 diabetes, that are associated with poor nutrition and physical inactivity.

### Rationale

The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating and physical activity, essential for a healthy weight, are also linked to reduced risk for many chronic diseases, like Type 2 diabetes. Schools have a responsibility to help students learn, establish, and maintain lifelong, healthy eating and activity patterns. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment, since school staff can be daily role models for healthy behaviors.

### Goal

All students in the Choctaw Tribal School System shall possess the knowledge and skills necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All staff in the Choctaw Tribal School System School are encouraged to model healthful eating and physical activity as a valuable part of daily life.

To meet this goal, the Mississippi Band of Choctaw Indians adopts this Choctaw Tribal School System Wellness Policy with the following commitments to nutrition, physical activity, comprehensive health education, marketing, and implementation. This policy is designed to effectively utilize school and community resources and to equitably serve the needs and interests of all students and staff, taking into consideration differences in culture.

The Choctaw Tribal School System will:

- Offer a school lunch program with menus that meet the meal patterns and nutrition standards established by the U.S. Department of Agriculture and the Mississippi Department of Education, Office of Child Nutrition Programs.
- Offer school breakfast and snack programs (where approved and applicable) with menus that meet the meal patterns and nutrition standards established by the USDA and the Mississippi Department of Education, Office of Child Nutrition Programs.
- Encourage school staff and families to participate in school meal programs.
- Operate all Child Nutrition Programs with school foodservice staff who are properly qualified according to current professional standards (Mississippi Board of Education Policy, Code EE-2E)
- Establish food safety as a key component of all school food operations and ensure that the food service permit is current for the Food Service school site.
- Follow State Board of Education policies on competitive foods and extra food sales (Mississippi Board of Education Policy, Code EEH).
- Establish guidelines for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity.

### **Commitment to Physical Activity**

The Choctaw Tribal School System will:

- Provide physical education for all students (In accordance with Section 37-13-134, Mississippi Code of 1972, ann.).
- Kindergarten students will participate in physical activity for a minimum of 40 minutes during the school day. The 40 minutes do not have to take place continuously. This time should be used to help the child increase the skills involved in physical coordination (Kindergarten Guidelines).
- Offer a planned sequential program of physical education instruction incorporating individual and group activities, which are student centered and taught in a positive environment.

Implement the 2006 Mississippi Physical Education Framework.

### **Commitment to Comprehensive Health Education**

The Choctaw Tribal School System will:

- Provide ½ Carnegie unit of comprehensive health education for graduation (2004 Mississippi Public School Accountability Standard 20, Appendix A).
- Implement the 2006 Mississippi Comprehensive Health Framework for grades 9-12 (2004 Mississippi Public School Accountability Standard 20, Appendix A).

### **Commitment to Marketing a Healthy School Environment**

The Choctaw Tribal School System will:

- Provide positive, motivating messages, both verbal and non-verbal, about healthy lifestyle practices throughout the school setting. All school personnel will help reinforce these messages.
- Involve students in planning for a healthy school environment. Students will be asked for input and feedback through the use of student surveys, and attention will be given to their comments.
- Promote healthful eating, physical activity, and healthy lifestyles to students, parents, teachers, administrators, and the community at school events (e.g., school registration, parent-teacher conferences, PTA meetings, open houses, health fairs, teacher in-services, and other events).
- Eliminate advertising and materials at the school that promote foods of minimal nutrition value.
- Work with local media, like newspaper, TV and radio, to inform the community about the health problems facing Choctaw children, as well as the need for and benefits of healthy school environments.

### **Commitment to Implementation**

The Choctaw Tribal School System School will:

- Establish a plan for implementation of the school wellness policy.
- Designate one or more persons to insure that the school wellness policy is implemented as written.



## **SCHOOL-HOME COMPACT**

Because we believe that the education of every student must be a partnership between the school and the home, we make this compact to demonstrate our acceptance of our shared responsibilities. By the school's presentation of this compact in this handbook and by the student's and parent's/guardian's signatures on this agreement form, we hold ourselves accountable to each other to do our very best in providing an educational system and a home environment that will promote learning and achievement.

The school agrees to the following:

- to provide high quality curriculum and teaching
- to demonstrate high expectations of all students
- to maintain a supportive and safe learning environment
- to offer individual parent-teacher conferences at least once a year
- to provide frequent reports on student progress, in addition to regular report cards
- to welcome parents as visitors, observers, or volunteers in reasonable settings
- to offer a variety of parent meetings each year, with childcare provided

Parents and Guardians agree to the following:

- to encourage and monitor regular school attendance
- to encourage and monitor the completion of homework and other assignments
- to monitor the student's rest, encouraging healthy patterns of sleep
- to monitor television viewing, establishing appropriate limits
- to encourage positive use of extracurricular time
- to volunteer, if possible, to help in school class or extracurricular events
- to attend parent meetings whenever possible

## PARENT/STUDENT AGREEMENT FORM

This is to verify that I have received and read the student handbook for the 2018-19 school year.

**I understand that maintaining a safe school environment means that random and occasional searches may be made of my child's locker, book bag, purse, or other personal belongings.**

**I understand that all students, including those eighteen or older, must have written permission from their parents/guardians before they may be checked out of school or before they may withdraw from school.**

I grant permission for photos of my child's participation in school activities to appear in Tribal and CTS publications, including on web pages. No student names or identifications will be published or posted with student images.

I have read and I agree with the terms of the School-Home Compact printed in this handbook.

### PLEASE CHECK ONE OF THE FOLLOWING BLANKS CONCERNING CORPORAL PUNISHMENT:

\_\_\_ Corporal punishment (paddling) **MAY** be used as a disciplinary measure for my child.

\_\_\_ Corporal punishment (paddling) **MAY NOT** be used as a disciplinary measure for my child. I understand that if corporal punishment is refused, then in-school or out-of-school suspension is a mandatory requirement.

*If you have questions about the information contained in this handbook,  
please contact your child's principal.*

**--- Please sign and return this page to the school principal. ---**

\_\_\_\_\_  
Parent or Guardian

Date \_\_\_\_\_

\_\_\_\_\_  
Student

Date \_\_\_\_\_

Student's Grade in School: \_\_\_\_\_