

**SEQUOYAH HIGH SCHOOL**  
**2025-2026**



**STUDENT/PARENT HANDBOOK**

**Date approved by the BOE: July 17, 2025**

*School of Choice*

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SEQUOYAH HIGH SCHOOL

2025-26 CALENDAR

Fall Term

Teacher Professional Days (no school)	August 11 & 12
9 <sup>th</sup> grade report	August 13
10 <sup>th</sup> -12 <sup>th</sup> grade report	August 14
Labor Day (no school)	September 1
End of 1 <sup>st</sup> Quarter	September 12
Parent/Teacher Conferences (3:30-7:30 pm) (8:00-11:00 am)	September 18 & 19
End of 2 <sup>nd</sup> Quarter	October 10

42 Days Taught—2 Professional Days

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Indigenous People Day (no school)	October 13
Fall Break	October 14-17
Veteran's Day (no school)	November 11
End of 3 <sup>rd</sup> Quarter	November 14
Thanksgiving Break	November 24-28
End of 4 <sup>th</sup> Quarter	December 19
Christmas Break (no school)	Dec 22- Jan 2

39 Days Taught—0 Professional Days

Fall Term Totals 81 Days Taught—2 Professional Days

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Spring Term

Second Term Starts	January 5
MLK (no school)	January 19
End of 5 <sup>th</sup> Quarter	February 6
Parent/Teacher Conferences (3:30-7:00 pm) (8:00-11:00 am)	February 12 & 13
End of 6 <sup>th</sup> Quarter	March 6

43 Days Taught—0 Professional Days

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Spring Break	March 16-20
End of 7 <sup>th</sup> Quarter	April 10
Good Friday/Easter (no school)	April 3 & 6
End of 8 <sup>th</sup> Quarter/Last day of school	May 12
Teacher Professional Days	May 13-15

40 Days Taught—3 Professional Days

Spring Term Totals 83 Days Taught - Year 165 Days Taught—5 Professional Days

## **WELCOME**

The administration welcomes parents and visitors to the Sequoyah Schools campus. Upon arrival, please stop by any administrative office for information or assistance. All visitors must sign in at the reception desk to obtain a visitor pass. If you have any questions, please feel free to call Sequoyah Schools for information.

## **ADMINISTRATION TELEPHONE NUMBERS**

Superintendent Terry Heustis	(918) 453-5172	terry-heustis@cherokee.org
Principal Clint Hall	(918) 453-5179	jeffrey-hall@cherokee.org
Athletic Director Justin Brown	(918) 453-5542	justin-brown@cherokee.org
Toll Free Number	1(888) 467-4746	
Cafeteria	(918) 453-5190	
Facilities	(918) 453-5012	
Dorm Recreation	(918) 456-2822	
Student Services Office	(918) 453-5189	
Chickasaw Hall (female dormitory)	(918) 453-5193/(918) 207-3942	
Creek Hall (male dormitory)	(918) 453-5195	

## **SCHOOL FAX NUMBERS**

Superintendent Office	(918) 458-6257
High School Office	(918) 456-0634
Residential Dormitory	(918) 458-6149
Facilities	(918) 456-2998

## **BOARD OF EDUCATION**

Dewayne Marshall – President  
Roberta Gibson – Vice-President  
Sheryl Rountree – Member  
Rita Bunch – Member  
Lyndon Emberton – Member

## **SEQUOYAH HIGH SCHOOL MISSION STATEMENT**

Sequoyah High School's mission is to develop Native American leaders who will make academic and social impacts throughout their local and global communities – sharing the responsibility of promoting the importance of education while perpetuating their individual tribal languages and their individual tribal cultures.

## **SEQUOYAH HIGH SCHOOL PHILOSOPHY**

Sequoyah High School recognizes and supports Native American societies in their pursuit of education. Our intent is to sustain and nurture these beliefs while endeavoring to provide Native American students with appropriate educational instruction to succeed in mainstream society. Each student should be confident enough in their Native American heritage and educational background to pursue and participate successfully in social institutions.

## **SEQUOYAH HIGH SCHOOL GOALS**

- Provide a stable, orderly, and controlled educational environment.
- Promote an environment of pride that will enhance students' social relationships.
- Provide an academic climate conducive to success and status gain.
- Provide an opportunity for students to become total citizens.
- Provide students with an opportunity to explore various careers.
- Provide an educational setting that promotes ethnic and cultural development.
- Create an environment that cultivates self-discipline and decision-making skills.

## **VALUES, BELIEFS AND EXPECTATIONS OF SEQUOYAH HIGH SCHOOL**

The rights and responsibilities which come from the values and beliefs of the Sequoyah Schools community are as important as your own legal rights and responsibilities. This community includes you, your family, other community members, the staff, and fellow students at Sequoyah High School. ***It is a privilege, not a right, to attend Sequoyah High School.***

Sequoyah High School is a unique place with special values, beliefs, and codes of behavior. These beliefs and codes are needed to promote and protect Sequoyah High Schools' uniqueness. Each member of the Sequoyah High School community has a responsibility to support and maintain good school spirit, which is founded on truth and respect for one another. Good school spirit also comes from recognizing that the needs of the group are sometimes more important than the needs of any one person within that group. Humility, service, honesty, respect, and cooperation are some of our most important values and are reflected in the spirit of Sequoyah High School.

The purpose of our standards and expectations is to create and support the healthy development of students and the community – academically, culturally, physically, socially, and spiritually. They include the following:

- Responsibility for one's own learning and making the most of the opportunity to learn at Sequoyah High School.
- Daily attendance and participation in academics and other school areas.
- Respectful and positive behavior and expression toward self and others.
- Working hard to be a good student and a responsible dormitory resident.
- Being a good representative of Sequoyah Schools at on and off campus activities.
- Character Education – Honor the SPEAR.
- Respect and support for the cultural diversity of peers and staff.

## **STUDENT CREED**

We, the students of Sequoyah High School, choose to accept life's challenges.

We choose to embrace and reflect the qualities of honesty, respect, and selflessness.

The decisions we make today will affect our circumstances tomorrow.

We understand that our choices today will affect the generations of tomorrow.

The future is our responsibility.

As Native American students, we are commissioned to keep traditions alive.

We are the future.

We choose success.

We choose Sequoyah High School.  
We choose the *School of Choice*.

## **SEQUOYAH HIGH SCHOOL CHARACTER TRAITS**

### **Honor the SPEAR**

Success – favorable or desired outcome

Perseverance – continued effort to do or achieve something despite difficulties, failure or opposition

Excellence – the quality of being excellent

Acceptance – the act of accepting something or someone

Respect – the act of giving particular attention; high or special regard

### **REFUSAL TO IDENTIFY**

All people on campus or at school-sponsored events must, upon request, promptly identify themselves to proper school authorities. Students on campus during the day must identify themselves to school officials upon request. Refusal to identify self will result in immediate escort to a school official by a staff member and possible disciplinary action.

### **MOMENT OF SILENCE**

At the beginning of each day, Sequoyah High School will observe one minute of silence in order for students to exercise their choice to meditate, reflect, pray, or engage in any other silent activity that does not interfere with or distract others. Students shall not coerce or attempt to coerce any person to engage in any activity during the moment of silence. The following statement will be read: “At this time, all students and staff shall observe one minute of silence for prayer, meditation, or reflection.”

### **BELL SCHEDULE**

Teachers Report	7:45 am
First Bell	8:00 am
Passing	8:00-8:05 am
First Block	8:05-9:35 am
Passing	9:35-9:40 am
Second Block	9:40-11:10 am
Lunch	11:10-11:40 am
Passing	11:40-11:45 am
Achieve	11:45-12:10 pm
Passing	12:10-12:15 pm
Third Block	12:15-1:45 pm
Passing	1:45-1:50 pm
Fourth Block	1:50-3:20 pm
Teachers Dismissed	3:30 pm

## **INCLEMENT WEATHER**

In most instances of inclement weather, Sequoyah High School will use virtual learning.

## **CAFETERIA PROGRAM**

The Sequoyah High School cafeteria program has been established to provide for the dietary and nutritional needs of all students. The cafeteria will attempt to meet any student's special dietary requirements as ordered by a doctor.

### **Cafeteria mealtimes:**

Breakfast (entire student body)	7:30-7:55 am
Lunch (entire student body)	11:10-11:40 am

The breakfast serving line will close at 7:55 am. No "to go" plates during peak lunch hour.

## **ACHIEVE PERIOD**

This special class meets every day from 11:45-12:10 pm. Attendance will be taken, and the student is expected to be in attendance and to participate in the assignments given.

## **ACADEMIC GUIDANCE/COUNSELING SERVICE**

Academic and social counseling are provided for all students. Academically, students may receive curriculum, scheduling, career, and classroom behavior counseling. Socially, students may receive individual, group, and health guidance. For residential students, counseling services are available 24 hours per day to deal with their academic, social, and/or behavioral problems.

## **PARENT RIGHT-TO-KNOW**

At the beginning of the school year, a parent/guardian may request information regarding the professional qualifications of their student's teacher(s). The parent has the right-to-know:

- Whether a teacher has met state qualifications for license and certification.
- Whether the teacher is teaching under an emergency or provisional certificate.
- The baccalaureate and graduate degree majors of the teacher(s).
- Whether their child is receiving Title I services from paraprofessionals and if so, his/her qualifications.
- Timely notification is also required if a student receives instruction from an unqualified teacher for four or more consecutive weeks.

## **FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (Public Law 93-380)**

1. Parents have the right to inspect and review all official records.
2. Parents shall have an opportunity for a hearing to challenge the content of their child's school record.
3. Schools may not release personally identifiable records, files, or personal information concerning a student without written consent from a parent to any individual, agency or organization. The only

exceptions are school officials or local educational agencies that have legitimate educational interests. Records may be released to schools in which the student intends to enroll. Authorized representatives in connection with student application for financial aid may receive necessary records and data. No personally identifiable information contained in school records may be released to any person other than those listed above, unless there is a written consent from the student or parent specifying records to be released, the reason for release, and to whom they are released. Information will be furnished in compliance with judicial order or lawful subpoena upon the condition that the parent and student are notified.

4. Nothing contained in this section shall preclude the administrative head of any educational agency or state education authorities from having access to student records or other records necessary to audit or evaluate federally supported education programs. These shall not contain social security numbers that could identify students or parents.
5. All persons, agencies, or organizations desiring access to school records shall be required to sign a written form that will be kept in the student's file. Personal information shall be transferred to a third party only if such person will not permit any other party access to the information. When a student has reached the age of eighteen and enters post-secondary education, consent will be required from the student only.
6. All parents and students will be informed of these rights; and all schools and institutions must comply with these regulations. Also included in the protection of students' rights are all materials that will be used in research programs or projects; these shall be available to the parent or guardian of the student engaged in the program or project. The personnel of Sequoyah Schools adhere to all stipulations in 25 CFR 43 regarding the maintenance and control of student records.

### **NO BULLYING POLICY**

In Sequoyah High School pursuit to maintain the safest learning environment for all students, any acts of harassment, intimidation, and/or gestures whether electronic, written, verbal, or physical that a reasonable person should know will harm another, damage another's property, insult or demean any student or group of students in such a way as to disrupt or interfere with Sequoyah Schools educational mission or the education of any student, shall be considered "bullying" and will not be tolerated.

Appropriate strategies will be utilized to address the intervention and prevention of such actions on an annual basis by the Sequoyah Schools' faculty and staff.

Any individual(s) suspected of bullying shall be referred to Sequoyah High School administration immediately to be promptly investigated. Administration will refer to the school disciplinary chart in order to assign the appropriate action for any violation of the bullying policy. School administration will also reserve the right to involve law enforcement officials and/or require a mental health assessment before allowing the individual(s) to return to school.

### **SAFETY AND ANTI-DRUG AND ALCOHOL POLICY**

Sequoyah High School recognizes that as an educational and public service institution, it has a responsibility to promote a safe, healthy, and productive environment, and therefore has established an anti-drug and alcohol program. Sequoyah High School prohibits students and visitors from possessing,

consuming, and/or distributing illegal or controlled narcotic drugs, tobacco, alcohol, and/or beer on the campus or student organization.

Violation of the Safety and Anti-Drug and Alcohol Policy may result in disciplinary action administered to the student. These school sanctions may include reprimands, seminars, probation (contract), suspension, and expulsion as well as local, tribal, state, and federal penalties, which may also be invoked.

All students, including athletes and extracurricular activity participants, at Sequoyah High School will be subject to a random drug and alcohol testing program. Testing will be conducted according to Sequoyah High School policy. Students possessing drugs, alcohol (including beer), or drug paraphernalia and/or students suspected of being under the influence of drugs and/or alcohol, are subject to testing without prior notification of the parent.

### **CONSENT TO SEARCH**

It is the policy of Sequoyah High School to give each of its students a healthy, safe, and wholesome environment in order that they may learn and mature.

Sequoyah High School may occasionally conduct unannounced searches of students and their personal effects for the safety of all students and staff. The school reserves the right to use drug-detection dogs to conduct periodic searches for contraband and dangerous items. The school also reserves the right to use authorized personnel to search a student and his/her dormitory room and/or personal effects for any contraband or dangerous items (i.e. guns, ammunition, knives, razor blades, illegal or prescription drugs, fireworks, explosives, etc.) that may be considered harmful to his/her person or to others and to confiscate these items.

### **INVESTIGATIVE INQUIRY**

All visitors must report to the reception desk upon entering the Sequoyah High Schools' campus. Visitors will be directed to the proper personnel to respond to the inquiry.

Depending on circumstances, various law enforcement, attorneys, and/or investigators may interview students at Sequoyah High School with or without the consent of the parent/guardian or upon the written order of the court or the permission of administration.

A staff member who is asked by a law enforcement officer to meet with a student must first obtain permission from Sequoyah High Schools' administration before releasing the student.

A situation may arise that the administration of Sequoyah High School will have a law enforcement official take custody of a student. Should such a situation arise, parental consent is not required, and the student will be placed in custody of the law enforcement official.

## **24/7 TOBACCO FREE POLICY**

The Sequoyah High School Board of Education understands the concerns of parents, educators, students, and community members regarding the adverse effects of tobacco and secondhand smoke. Sequoyah High School wants to provide a safe and healthy environment for students, staff, and community and set the proper example for students. Therefore, tobacco in any form will not be used by anyone, anywhere, or anytime (including non-school hours and days) on school grounds, property, in vehicles, or during any school-sponsored functions held off campus. This policy is intended to improve the health and safety of all individuals using the schools.

**Tobacco** is defined as cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, and all other kinds and forms of tobacco, prepared in such a manner to be suitable for chewing and smoking; and includes cloves, e-cigarettes, or any other product packaged for smoking or the simulation of smoking, i.e., vape pens, Juuls, or pod vapes.

This policy applies to employees of the school district, students, and visitors. This policy also applies to all school functions (ballgames, concerts, etc.) and any outside agency using the district facilities, including stadiums. This policy is in effect 24 hours a day, seven days per week.

Sequoyah High School will not accept donations of gifts, money, or materials from the tobacco industry and will not participate in any type of services that is funded by this industry.

## **STUDENT SOCIAL MEDIA POLICY**

Students have extensive access to social media. Social media offers a variety of positive experiences and benefits to students, including increased engagement in the community and an increased sense of social connection and well-being. It also harbors a number of known risks to students' privacy, future employment, and current well-being. The risks include, but are not limited to bullying, harassment, defamation, and injury to reputation. These risks are increased by the public nature and inherent insecurity of electronic digital communication.

The purpose of this policy is to promote, instill and support habits of communication and character that will help Sequoyah High School students be successful both in their progress toward completing their educational program and in their future lives.

### **Students are expected:**

1. To be respectful, careful, responsible and accountable for their use of social media. A student's right to make a statement does not mean that the speech has no consequences in terms of impact on others, judgments made about the speaker by third parties, or the impact on future employers.
2. To respect the lack of privacy inherent in social media. For instance, communications intended to be private by their sender may be shared by their receiver and published widely.
3. To respect the abusive power inherent in social media.
  - **Example:** *An image, comment or video that a student intends to be funny may be published widely. That content may be disturbing or harmful to persons from other races, cultures or*

*personal backgrounds due to the historical uses or abuses of images, words or concepts embedded in that content. Not only is it ethically wrong to hurt others if it can be avoided, but in the digital world the abuser may quickly become the recipient of threats, abuse and disparagement.*

4. To respect the speed inherent in modern social media.
  - **Example:** *A student may post a statement to a nonpublic account, have the statement photographed and uploaded to a public Facebook page and begin receiving abusive messages within minutes of posting the original statement.*
5. To be gracious and compassionate both in the statements they make and when they interpret the intentions of those making statements concerning them. Students should expect to be held responsible by others for what they say in all places, including on social media.
6. To understand that Sequoyah High School, acting through its administrators, may engage in public counter speech when a student engages in offensive speech toward others that is contrary to the published mission and purpose of Sequoyah High School.

#### **Policy:**

1. Sequoyah High School may, but does not regularly monitor the language and/or actions of students on public social media platforms, including Facebook, LinkedIn, Twitter, Snapchat, etc. However, while Sequoyah High School will defer to the user policies of the individual social medium, it will hold students accountable for reported related Student Code of Conduct violations. Students may not use social media to:
  - a. Commit discriminatory harassment, by creating a hostile environment for another.
    - **Example:** *A student repeatedly sends messages containing racial epithets offensive to a member of protected class after the recipient has communicated to the sender that the racial epithet is offensive. This conduct may be found to create a hostile environment, even if the student claims that the messages were intended to be humorous.*
  - b. Post messages that threaten another, incite imminent lawless action, harassment, are defamatory or otherwise unlawful.
  - c. Claim or imply that they are speaking on behalf of Sequoyah High School.
  - d. Intentionally inflict emotional distress on others.
  - e. Violate any provision of the Acceptable Use Policy, the Student Code of Conduct or provision of state or federal law.
2. Sequoyah High School recognizes that social media behavior is entitled to extensive protections under the First Amendment. Sequoyah High School guarantees and protects the speech rights of students. This policy will be interpreted with those protections in mind.

It is the responsibility of all users to carefully consider their behavior and what they place online when communicating with or “friending” any individual. The system administrator, or designee, is authorized to access user postings on public locations and on school district servers, hard drives, systems, and networks under the direction of the superintendent and/or designee, law enforcement agent, a court order, a subpoena, or other legal action or authority. Users may not coerce others into providing a password, login, or other security access information to them so that they may access social media or locations that they

have no authorization to access. Users should note that information that they place in social media, designated as private, can be accessed in litigation and in other legal ways and can be distributed by their friends.

The superintendent and/or designee is hereby granted the authority to create additional administrative regulations, procedures, and rules to carry out the purpose of this Social Media Policy. The administrative regulations, procedures, and rules accompanying this policy must include, among other items, guidance in implementing and using school district educational social media and commercial social media and the responsibility of users for their own behavior when communicating with social media.

### **ACCEPTABLE INTERNET USE POLICY**

The internet links thousands of computer networks around the world; providing Sequoyah High Schools' students access to a wide variety of technological and informational resources. Sequoyah High School does not have control of the information on the internet. Some sites accessible via the internet may contain material that is inappropriate for educational use in a K-12 setting. The Cherokee Nation does not condone the use of such materials and does not permit usage of such materials in the school environment. The school specifically denies any responsibility for the accuracy or quality of information obtained through its Internet accounts.

#### **Student Guidelines**

Students are expected to follow all guidelines stated below as well as those given verbally by staff and to demonstrate ethical behavior in using the network facilities. Students are also expected to realize that the opportunity to use the network and the Sequoyah High Schools' facilities go together with using computer hardware, software, and the internet in a responsible manner. Any actions that might harm the computer equipment or software or impair its effective use, or show disregard for the proper procedures, will not be tolerated. Internet access is a privilege, not a right.

1. Students may not allow others to use their account name and/or their password. To do so is a violation of the Acceptable Internet Use Policy.
2. Before use, all students will receive an overview of the aspects of security and ethics involved in using the Sequoyah High Schools' network.
3. Any action by a student that is determined by the instructor or a systems administrator to constitute inappropriate use of the internet at Sequoyah Schools or to improperly restrict or inhibit others from using the internet is a violation of the Acceptable Internet Use Policy.
4. Transmission of material, information, or software in violation of any school district policy, or local, state, or federal law is prohibited and is a breach of the Acceptable Internet Use Policy.
5. Transmission of personal information of a minor is strictly prohibited.
6. Violation of the Acceptable Internet Use Policy may result in:
  - Restricted network access.
  - Loss of network access.
  - Suspension or expulsion from Sequoyah Schools.
  - Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.

To ensure efficient system operations, the system administrator has the authority to monitor all accounts. Every effort will be made to maintain privacy and security in this process.

### **CLOSED CAMPUS**

The Sequoyah High School campus is closed to student departure during the school day unless approved by administration. In emergency situations, a parent or legal guardian must contact the administration before a student is allowed to leave campus.

Students arriving on campus, whether by school vehicle or private transportation, are restricted to the school campus for the duration of the school day. The exception is for scheduled classes and activities at alternate locations and departures from campus approved by school officials.

Transportation for all off-campus classes and field trips is provided. No student is permitted to drive personal vehicles to such events unless approved by the administration.

All visitors are to report to administration offices during school hours and to dorm staff after school hours. Visitors must receive a guest pass upon entering any building or classroom.

### **CHECKOUT POLICY**

A student may leave during the school day only by being checked out by their custodial parent, legal guardian, or an authorized person listed on the student's checkout list. Names of persons appearing on the student's checkout list will be restricted to persons of twenty-one (21) years of age or older. The only exception would be in the case of a sibling being placed on the checkout list; however, siblings must be eighteen (18) years of age or older and not a student in high school. **Checkout by telephone will be granted only by the administration and/or office staff.**

### **TRANSPORTATION SERVICE GUIDELINES**

- The parent/student is required to make a written request for transportation services. Request forms are available in the transportation office.
- Transportation services provided by Sequoyah High School are a privilege; therefore, if a parent/student signs up for services, the parent/student is responsible for the student being at the designated bus stop on time. The bus routes run according to schedule and cannot be late. The same rule applies after school. When classes are dismissed for the day, each student will be required to report to the front of the academic building (or other area designated by the administration) no later than 3:30 p.m. Buses will leave promptly at 3:30 p.m.
- When a student is picked up at a designated location by Sequoyah High School, that student will also be dropped off at the same location. Variance from this standard will only occur with written documentation and verbal verification from the parent/guardian or by administration.
- If a student misses the afternoon bus, that student and his/her parent will be responsible for his/her ride home. Exceptions to this rule are as follows:
  - ❖ Student discipline – Sequoyah High School will transport those students who are signed up for transportation services if a student is detained for disciplinary reasons by the administration.

- ❖ Medical appointment/emergency.
- ❖ Situations approved by the administration.
- If a student miss being picked up three consecutive days and notification has not been made to the Transportation Coordinator, his/her privileges may be temporarily suspended. A visit to the transportation or administration office by the parent/guardian will enable these privileges to be reinstated.
- If a designated bus stop is at a business location, the parent/guardian is responsible for the student's conduct before pickup and after they have exited the bus.
- Only scheduled stops will be allowed.
- A contract for transportation services will be given to students requiring the following signatures: student, parent/guardian, and administration. Transportation guidelines will be included with this contract. Failure to adhere to the set guidelines will put the burden of transportation back on the student and parent/guardian.

### **SCHOOL BUS BEHAVIOR/VEHICLE BEHAVIOR RULES**

Permission for any student to ride a bus is conditional on his/her compliance with the safety and behavior codes for bus riders. Any student who violates any of these regulations can be denied permission to ride the bus.

- Use of tobacco, drugs, and alcohol are strictly prohibited at all times.
- Use of profane language is strictly prohibited at all times.
- Students are to always keep hands and head inside the vehicle upon entering and until leaving the vehicle.
- Once a student is seated, no movement will be allowed unless instructed to do so by the driver.
- Snacks and soft drinks will be allowed contingent upon proper disposal of trash (No glass containers permitted).
- Do not throw anything out of the vehicle window.
- Keep backpacks, packages, coats, and all other objects out of the aisle.
- Rowdiness around or in the vehicle is prohibited.
- Refrain from loud talking and laughing or unnecessary confusion that may distract the driver and result in an accident.
- The radio is a privilege. The use of the radio and the choice of radio station are to be determined by the driver.
- Students should be quiet when approaching a railroad crossing.
- In case of a road emergency, students are to remain in their seats unless otherwise instructed by the driver.
- Students should be courteous to fellow passengers, the driver, and sponsors.

The above-mentioned rules and regulations are for the safety and well-being of the students and will be strictly adhered to. These guidelines are listed on the transportation contract.

### **DRIVING OF AUTOMOBILES**

Dormitory students are not to have automobiles or motorbikes on campus. Sequoyah High School recognizes the need for day students with a valid driver's license to operate a motor vehicle to get to

school. The operation of a motor vehicle on the Sequoyah Schools campus is a privilege and shall be under the supervision of administration.

### **STUDENT DRIVER RULES:**

- Motor vehicles shall be operated in a safe and orderly manner.
- Every operator of a vehicle must have a valid driver's license,
- Every operator of a vehicle must have proper insurance coverage and registration.
- All vehicles must park in the designated student parking area and not be entered or moved until the end of the academic day.
- Students will not drive their privately-owned vehicle to and from school-sponsored activities.
- Students are not to loiter in or around the parking lot during lunch or any other time they are not in class.
- If day students are involved in extra-curricular activities, the vehicle shall not be moved without the permission of the principal.
- Sequoyah Schools reserves the right to search any vehicles brought on campus.

**Any violation of these rules concerning automobiles at Sequoyah High School will result in the loss of driving privileges.**

### **TITLE I SCHOOL-PARENT COMPACT**

Sequoyah High School and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop and build a partnership that will help children achieve the state's high standards.

#### **School Responsibilities:**

Sequoyah Schools will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards. Highly qualified teachers will provide a safe and positive environment for student learning. Oklahoma Academic Standards are utilized with scientifically based teaching strategies to promote student achievement.
- Hold parent-teacher conferences twice during the school year to provide an opportunity for parents to discuss their child's achievement with the student's teachers.
- Provide parents with frequent reports on student progress. The students will be given weekly progress sheets. Parents will receive progress reports at the end of each quarter.
- Send out letters regarding school hours and class times in which teachers can meet with parents. The student handbook will have information on how to contact teachers and administrators.

- Provide parents with opportunities to volunteer and participate in their student's class and to observe classroom activities. Parents who wish to volunteer may do so by contacting the parent liaison.

### **Parent Responsibilities:**

Parents are asked to support their child's learning in the following ways:

- Monitor attendance.
- Make sure that homework is completed.
- Monitor the amount of television the student watches.
- Volunteer in the student's classroom.
- Participate, as appropriate, in decisions relating to your child's education.
- Promote positive use of student's extracurricular time.
- Stay informed about your child's education and communicate with the school by promptly reading all notices from the school or the school district (either received by your child or by mail) and respond, as appropriate.
- Serve on policy advisory groups – such as serving as a parent representative on the Title I School Improvement Team.

### **INDIAN CAPITAL TECHNOLOGY CENTER (ICTC) COURSES**

Junior or senior students can apply to ICTC at Muskogee or Tahlequah. Students pre-enroll in the spring for the next school year.

### **CONCURRENT ENROLLMENT**

A junior or senior student in an accredited Oklahoma high school may, if he or she meets specific requirements, be admitted provisionally to a college or university in the Oklahoma State System of Higher Education as a special student (O.S. Law, Sec. 731).

A student interested in concurrent enrollment must submit the following:

- An application to be reviewed by the Concurrent Enrollment Committee. Applications can be obtained from the Gifted and Talented Coordinator.
- Letter of recommendation from the Sequoyah Schools principal that reflects the student's behavior and attendance.



Grades from college courses are reflected on the Sequoyah Schools transcript and figured into weighted GPA (Grade Point Average).



To be considered for summer concurrent enrollment, a student must meet the following requirements:

- Must have attended Sequoyah Schools the entire school year prior to the summer of enrollment.
- No failure due to attendance.
- ACT composite of 20 or have a 3.0 GPA with a rank in the top half of the class.
- Fees and tuition are the student's responsibility.

## **HEALTH SERVICES**

All medications are to be turned in to the nurse or front office and must be dispensed from these offices. Medication must be in its original container and properly labeled with physician instructions. Students are not permitted to carry any over-the-counter drugs in the school or on school property. This includes vitamins, dietary supplements, or body enhancers.

The nurse is available Monday through Friday. Services that are available include: appointments for immunizations, family planning, sports physicals, dental, vision, and referrals for substance abuse.

## **SELF-ADMINISTERED MEDICATION**

**Anaphylaxis Medication (Asthma Policy):** It is the policy of Sequoyah Schools to allow students to carry and self-administer anaphylaxis medication that is prescribed by a licensed physician. This medication shall be used to treat severe allergic reactions, such as those brought on by bee or wasp stings, hypersensitivity to food, pollen, dust, and the medical condition known as asthma. Types of medication might include, but are not limited to inhaled bronchodilators, inhaled corticosteroids, and auto injectable epinephrine. *Reference: Oklahoma HB 2239 – Effective 5/27/2008.*

**Diabetic Medication and Supplies:** It is the policy of Sequoyah Schools to allow students with diabetes to carry and self-administer insulin, glucagon and glucose tablets; and to carry supplies to check blood glucose that are prescribed by a licensed physician. *Reference: Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990.*

## **MENINGOCOCCAL MENINGITIS**

Meningococcal disease, which includes meningitis, is a serious bacterial infection that strikes between 1000 to 2600 Americans each year. Although rare, meningococcal disease can cause meningitis (swelling of the brain or spinal cord) or meningococemia (blood infection). Vaccination has been available for decades and is a safe and effective way to help protect against this potentially devastating disease.

Preteens and teens are at greater risk for getting meningitis and are more likely to die compared with other age groups. Meningococcal bacteria are spread through close contact. Common everyday activities (e.g., sharing drinking glasses, eating utensils, kissing, or living in close quarters) can put even healthy preteens and teens at greater risk for getting meningitis.

Meningococcal meningitis can be hard to recognize, especially in its early stages, because symptoms are like those of more common viral illnesses. But unlike more common illnesses, the disease can progress quickly and may cause death within 24 hours. Symptoms may include high fever, severe headache, stiff neck, confusion, vomiting, exhaustion, and/or a rash. About 10 percent of people who get meningococcal meningitis will die. Up to 1 in 5 survivors are left with serious medical problems, including amputation (of arms, legs, fingers and toes), brain damage, deafness, and kidney damage.

Vaccination is safe and effective and the best way to help protect preteens and teens from meningococcal meningitis. The Centers for Disease Control and Prevention (CDC) recommend meningococcal vaccine for preteens and teens 11 through 18 years of age and for college freshmen living in dormitories.

Visit [VoicesOfMeningitis.org](http://VoicesOfMeningitis.org) for more information about meningococcal meningitis and vaccination.

### **HEAD LICE POLICY**

Students that are suspected of having head lice are referred to the school nurse. The nurse inspects each student individually and privately. If head lice or nits are seen, the parent is notified, and the student is sent home with information for hair treatment and how to effectively clean personal items. The student cannot return to school until the hair has been treated and is free from all lice and nits.

Dorm students that are suspected of having head lice are examined by the school nurse or residential advisor individually and privately. If head lice or nits are seen, the parent is notified, and the student is sent home with instructions for hair treatment and how to effectively clean personal items. The student cannot return to the dorm until the hair has been treated and is free of all lice and nits. If a dorm student is unable to go home due to distance, then the residential advisor will assist the student with hair lice removal and advise how to effectively clean personal items.

### **ON-CAMPUS/OFF-CAMPUS EVENTS**

Students at school-sponsored events (on and off campus) shall be governed by the Sequoyah Schools rules and policies and subject to the authority of school personnel. Failure to obey the rules and policies and/or failure to obey the instructions of school personnel shall result in loss of eligibility to attend school-sponsored off campus events. *Students on the ineligible list will not be able to participate in on or off campus activities.*

### **JUNIOR/SENIOR PROM**

Guidelines will be distributed by the Junior/Senior sponsors.

### **STUDENT REIMBURSEMENT**

All money generated by means of fundraisers or concessions worked are not refundable to students. If a student has paid cash in order to hold a spot on the senior trip and then decides not to go, the student will be reimbursed the cash paid to hold the spot.

### **CLUBS AND ORGANIZATIONS**

Academic Team  
AISES  
Band  
Book Club  
Chess Club  
FCS/FCA  
H.O.P.E. Club  
Gaming Club  
Medical Careers  
NHS  
Robotics

### **SPORTS**

Archery  
Baseball  
Basketball  
Cheer  
Cross-Country  
Fishing  
Football  
Golf  
Powerlifting  
Softball  
Track

Speech & Drama  
Student Council  
SWAT  
Esports  
FFA

Volleyball  
Wrestling

### **ATHLETIC ELIGIBILITY**

Sequoyah High School operates under the OSSAA rules and policies. Student athletes must be in good standing with regards to attendance and grades to be eligible to participate in any school-related activity (See the Attendance Policy established by the Sequoyah Schools Board of Education on the following page).

### **ACADEMIC ELIGIBILITY**

Academic eligibility for all extra-curricular activities is determined by cumulative term grades to date on weekly grade checks. Sequoyah has two terms per school year – the fall term (Aug.-Dec.) and the spring term (Jan.-May). To be academically eligible, students must have a passing cumulative term grade to date in all subjects in which they are enrolled. A student may have a passing grade for the current quarter or semester, but be failing the term, or have a failing current grade, but be passing the term. A student with a failing cumulative term grade to date in any class on a weekly grade check will be placed on probation for the next one-week period. If a student on probation has a failing term grade in any class (not necessarily the same class as the week before) on the next weekly grade check, he/she will be ineligible to participate during the next one-week period. **INELIGIBILITY PERIODS WILL BEGIN ON MONDAY AND END ON SUNDAY.** Teachers report weekly cumulative term grades to date on Thursdays. The “F” list is compiled using the Thursday grade checks and is shared with coaches/sponsors on Friday mornings. Coaches/sponsors will notify their ineligible activity participants of their status.

- A student who has lost eligibility under this provision must have a passing cumulative term grade to date in all classes to regain eligibility.
- The first opportunity for a student who is academically ineligible to regain eligibility is on the next weekly grade check which determines eligibility for the following week.

In addition to weekly academic eligibility, a student who fails more than one class for the completed preceding term will be academically ineligible for the first six weeks of the new term. To regain academic eligibility at the end of the six weeks, the student must have a passing cumulative term grade to date in all classes on the weekly grade check.

### **ATTENDANCE POLICY**

In accordance with the policy of the board of education, each high school student is required to attend each class a minimum of 90% of the time to receive credit for the class. A maximum of four (4) days per semester (9 weeks) may be missed. Students with excessive engagement minutes at the end of the Fall and/or Spring terms are subject to dismissal from Sequoyah Schools. If the student falls below the 90% attendance by missing ten (10) consecutive full days or fifteen (15) partial days, he/she will be dropped from the rolls and must reapply before attending classes again.

### **Absences**

Students are allowed four absences per 9-week semester (Aug-Oct, Oct-Dec, Jan-Mar, Mar-May) and this includes absences due to tardiness (3 tardies equal 1 absence). Attendance will be taken in each class (example: student could fail 1<sup>st</sup> block, but not 2<sup>nd</sup>-4<sup>th</sup> blocks). Students with documentation for excused absences must submit the documentation to the Engagement Coordinator within 5 school days of returning to school. Documentation submitted after the 5-day window will not be accepted and absences will count toward the allowed number of absences.

Students will be referred to Engagement upon their 5<sup>th</sup> absence in a 9-week semester to make **up time for** excessive absences. If this does not improve student attendance, mandatory residential placement at SHS will be required and the student will be placed on an academic and/or attendance contract. A parent meeting will be scheduled concerning the future of the student and their enrollment at SHS.

### **Engagement**

Engagement is a requirement for students with excessive absences or failing grades. Afterschool engagement starts at 3:30 pm and runs until 7:30 pm Monday - Thursday. Students are required to make up 85 minutes per missed block and/or 30 minutes per missed Achieve class over the permitted 4 absences per 9-week semester. Students are required to complete the assigned engagement time within 5 days after returning to school and/or receiving a CARE TEAM referral. Students who fail to complete engagement time in a timely manner will be referred for ISD (In-School Detention). Students who have engagement time to complete will not be allowed to participate in any school activity without authorization from the SHS administration. Transportation will not be provided for students completing engagement time and it is the responsibility of the student or their respective guardian. Students would be disqualified from semester test exemption if they had Engagement anytime during the fall or spring term.

### **Out-of-School Suspension**

A student suspended from school is considered absent during the suspension days, but the absences will not be considered unexcused. Any work missed may be made up in a reasonable amount of time (all work must be completed two (2) days after returning to class). **A suspended student must not return to school premises or attend any school-sponsored activity during the term of the suspension.**

### **School Activities**

School-related activities do not count against attendance; however, students will only be allowed to attend ten (10) school activities per year (Aug-May). School activities include any event that falls under a club, an organization, or a classroom.

### **Attendance Procedure**

When absent for any reason, the parent/guardian should call the school on the morning of the absence by 8:00 a.m. The office opens at 7:30 a.m. each day. If a student is tardy (within 15 minutes of start time), he/she must go to the front desk to sign in to be admitted to class and have the absence changed to a tardy. A student is absent until proven tardy.

### **Informing Parents/Guardians**

The parent/guardian may be notified of absences by a teacher, CARES Team member, or administrator. A conference with the parent/guardian and/or the student may occur after the fourth (4<sup>th</sup>) absence to determine the best method to ensure that the student will not fail due to attendance. Day students with four absences may be required to move into the dorms.

### **STUDENT TARDY POLICIES AND PROCEDURES**

A student is considered tardy for class if he/she appears for class after the starting bell rings and up to fifteen (15) additional minutes. A student that appears fifteen (15) minutes after the starting bell rings is considered absent. A student will be considered absent if they miss more than fifteen (15) minutes during any part of the block. Tardies accumulate for a single class during a single grading period. Students should remember that three (3) tardies in a single class during a single grading period are considered an absence. Please review the Attendance Policy for additional information related to tardiness and academic credit penalties and consequences.

### **MAKE UP WORK**

Students will be allowed to make up all missed work for excused absences. The allotted period of time to make up work will be 2 days per absence. It is the student's responsibility to find out what he/she missed and to make it up within the allotted time. If the student is present when an assignment is made and is absent when the assignment is due, the assignment must be turned in upon the student's return to class. Exception: Any special project, assignment, or research paper will not be allowed to be turned in if the student is absent on the due date (only extreme extenuating circumstances will be considered). A student at school during a test review or test announcement who is absent on the day of the test must take the test on the day the student returns to school. Any exception will be by joint agreement between the teacher and the principal. Late work will be accepted upon agreement between the student, teacher, and administration.

### **WITHDRAWAL**

Students withdrawing from Sequoyah High School waive all rights to appeal processes.

### **ADMINISTRATIVE WITHDRAWAL**

Under extenuating circumstances and when it is in the best interest of the school or student, the school superintendent may withdraw a student from the Sequoyah High School dorms or school. Administrative withdrawals may be appealed to the Cherokee Nation Executive Director of Education.

### **ADMISSIONS/CONTINUED ENROLLMENT CRITERIA**

- Students should have a cumulative 2.5 GPA or better to be admitted.
- Students must maintain a cumulative 2.5 GPA or better throughout the school year.
- Students must agree to support all policies and procedures.
- Students must agree to abide by all rules and regulations as stated in the student handbook.
- Grades will be reviewed at the end of each semester (9 weeks) to determine cumulative GPA (refer to the section of the handbook on procedure for computation of grade point average).

- A student falling below the minimum cumulative 2.5 GPA may be placed on an academic contract. The student will be given until the end of the next semester (9 weeks) to raise his/her GPA to 2.5 or higher or he/she may be asked to withdraw or be dropped from enrollment.

**GRADES AND REPORT CARDS**

Report cards will be mailed upon request and may be accessed at any time through the parent/guardian portal.

**GENERAL GRADING INFORMATION**

Students will have a minimum of two grades per week as a basis for calculating nine-week grades. Letter grades will be used when recording grades on permanent records. All classes will use the following grading scale:

A	100-90
B	89-80
C	79-70
D	69-60
F	59 and below
I	Incomplete (*see notation below)
NC	No credit

**\*INCOMPLETE GRADES**

An “I” will be issued if a student’s work for the semester is incomplete. All semester tests missed due to absences must be completed within 3 days upon returning to school. It is the student’s responsibility to arrange with their teachers to complete missed assignments and/or tests. A student has two weeks past the end of the term to clear an incomplete. After a two-week period, if no attempt is made to complete the missing assignments, the grades for those assignments will be changed to a “0” and averaged into the student’s cumulative total. A letter grade will be assigned based on that average.

**WEIGHTED GRADING**

Sequoyah Schools acknowledges that most colleges and universities only accept grades on the 4.0 scale. Therefore, students graduating from Sequoyah Schools will have their grades calculated on the 4.0 scale. The weighted scale will be used for the purpose of selecting the top ten percent, the valedictorian, and the salutatorian.

Any class designated prior to the beginning of a term as an honors class shall utilize the weighted grading scale. The following are weighted college-bound classes: Honors English I and II, Honors Chemistry I and II, Botany/Zoology, Anatomy/Physiology, Microbiology, Honors Physical Science, Honors Biology, Honors Physics, Algebra III, Trigonometry, Honors AP History, Tango Flight and college courses.

Honors classes weight scale:

- A = 5.00
- B = 4.00
- C = 3.00
- D = 2.00
- F = 0.00

Regular classes weight scale:

- A = 4.00
- B = 3.00
- C = 2.00
- D = 1.00
- F = 0.00

## **GRADUATION REQUIREMENTS**

Participation in the Sequoyah High School graduation ceremony is a privilege, not a right. Students should be aware that all Sequoyah Schools' policies must be observed at all times. Students must also be in compliance (no deficiencies or excessive IRs) with the registrar's and principal's offices.

1. Fourth year students must be enrolled full-time unless they are currently enrolled or employed during academic hours. Students who are employed must provide documentation from their employer, a copy of their work schedule, and their supervisor's name and phone number. This privilege may be revoked by loss of employment or failure to retain a "C" average. Students must also maintain enough credits to graduate in the spring term.
2. Sequoyah Schools graduation criteria requirements are twenty-seven (27) units and completion of the minimum requirements set forth by the Oklahoma State Department of Education.
3. Academic requirements:
  - 5 units of Language Arts
  - 3 units of Science (2 Lab)
  - 3 units of Mathematics (Algebra I and higher) in grades 9-12
  - 2 units of Practical Arts
  - 2 units of Fine Arts
  - 1 unit of Physical Education
  - 1 unit of Native American Studies
  - 3 units of Social Studies (1-U.S. History, .5 – Oklahoma History, .5 – Government) + 1 unit of Social Studies electives.
  - 7 units of Electives (College-bound – 2 units of foreign language may be required)
4. Students will remain classified the entire school year as determined by their accumulated credits at the time of their enrollment.
5. Sequoyah Schools student classification guideline:

Freshman	0-7
Sophomore	8-14
Junior	15-21
Senior	22-27

**NOTE:** For seniors to participate in graduation ceremonies, the student must be in good standing with the school and meet credit requirements as well as the minimum standard of dress. A cap and gown must be worn during the graduation ceremonies. **Appropriate attire will be required.**

## **VALEDICTORIAN/SALUTATORIAN**

The valedictorian and salutatorian will be the top two students as ranked on the weighted scale. Class rank is determined by averaging the student's past seven semesters of all completed course work at the end of the senior's fall term. **Letter grades will be averaged and rounded to the nearest hundredth.** Only students that are classified as a senior at the time of their enrollment for the academic year and have attended Sequoyah Schools at least (3) three consecutive complete terms beginning no later than the fall semester of their junior year are eligible for the honor of valedictorian or salutatorian.

## **TOP TEN PERCENT**

The top ten percent (10%) of the graduating class (based on GPA and good-standing with Sequoyah Schools) shall be recognized. *Good standing* is defined as compliance with all Sequoyah School policies. Students on behavior contracts are subject to a committee review to determine eligibility. Students meeting the criteria will be recognized by a different colored stole during the graduation ceremony.

## **PROFICIENCY-BASED PROMOTION**

A student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum as defined in 70 O.S. 11-103.6 Oklahoma Department of Education Regulations if the student, parent, guardian, or educator, submit a written request.

## **CHEATING AND PLAGIARISM**

It is the policy of Sequoyah High Schools to be proactive in dealing with issues of cheating and plagiarism. Faculty members are encouraged to discuss academic ethics and the formulation of one's own intellectual material with students. It is also the policy of Sequoyah High School to impose disciplinary infractions on students who cheat or plagiarize. Students are expected to be honest in meeting the requirements of courses in which they are enrolled. Students who engage in cheating or plagiarism will be subject to academic sanctions, including a lowered or failing grade in a course and additional administrative sanctions which may include suspension or expulsion.

### **Definitions of Cheating and Plagiarism**

1. Cheating is the act of obtaining or attempting to obtain credit for academic work by using dishonest means. Cheating at Sequoyah Schools includes, but is not limited to:
  - a. Copying, in part or whole, from another's examination, paper, mathematical analysis, research/creative project, etc.
  - b. Submitting as one's own work an examination, paper, mathematical analysis, research/creative project, etc. which has been purchased, borrowed, or stolen; or fabricating data.
  - c. Consulting notes, sources, or materials (including use of electronic devices), not specifically authorized by the instructor during an examination.
  - d. Employing a surrogate to take an examination, write a paper, do mathematical analysis, or complete, in part or whole, an evaluation instrument.
  - e. Falsification of or misrepresentation on class attendance or roll sheets.
  - f. Aiding and abetting any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.
  - g. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.
2. Plagiarism is the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own without the necessary and appropriate acknowledgement. More specifically, plagiarism is:

- a. The act of incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work.
- b. The act of representing another's intellectual work (i.e., musical composition, computer program, photographs, painting, drawing, sculpture, or research, etc.) as one's own.

NOTE: If a student is in doubt about the nature of plagiarism, he/she should discuss the matter with the course instructor.

### **NATIONAL HONOR SOCIETY**

The National Honor Society will consist of students in 10<sup>th</sup> through 12<sup>th</sup> grades who have demonstrated characteristics in the areas of scholarship, character, leadership, and service. Students may not apply for membership. Eligibility for membership will be determined by a set grade point average. Students who meet academic qualifications will complete an NHS Survey. The survey will be reviewed by the NHS Faculty Council. *Note: The surveys are not applications for membership and review of the information does not guarantee selection.* Membership is granted to those students selected by the Faculty Council who possess the four characteristics for selection. Freshmen students are not eligible.

### **NATIONAL HONOR SOCIETY MEMBER SELECTION PROCEDURE**

- Obtain a list of all juniors and sophomores who have at least a 3.75 cumulative weighted GPA and who have completed a minimum of 10 hours of mandatory community service.
- Inform these students of eligibility and set a deadline for students to pick up, complete, and submit the **Candidate Form**.
- Disallow students that do not submit the Candidate Form by the deadline.
- Disallow students who have any referrals or suspensions that are character related.
- Disallow candidates who have two (2) overall "very deficient" teacher referrals.
- The Faculty Council will meet over a series of sessions to review each candidate evaluation and make binding decisions on each candidate based on character, leadership, and service.
- Potential candidates will be offered admission into the Society. Candidates must complete and sign their intention to abide by the rules of the Society (found in the Candidate Form) before being accepted as a preliminary member.
- Candidates become official members of the Honor Society during a special induction ceremony where they recite the National Honor Society Pledge.
- Once a student is a member of NHS, he/she must continue to meet the requirements as set forth in the chapter bylaws.

### **SEQUOYAH STUDENTS' RIGHTS AND RESPONSIBILITIES**

As a student and member of the Sequoyah High School community, you have important rights. With these rights come equally important responsibilities that are summarized below:

#### **Your Rights**

- You have a right to an education.
- You have the right to due process. If you are charged with a violation of school rules, you have a right to have a fair chance to tell your side of the story.

- You have the right to freedom of speech and the press. You have the right to express your views in speech or writing.
- You have the right to a reasonable degree of privacy and to be in a safe and secure environment.
- You have the right to assemble peaceably. Students have the right to gather together to voice their opinions about issues and events.

### **Your Responsibilities**

- You have the responsibility to attend school and to allow other students to learn without upsetting the classroom environment.
- You have the responsibility to participate in due process procedures when you feel your rights have been violated.
- You have the responsibility to express yourself respectfully and in a way which does not interfere with the operation of the school or with others' rights.
- You have the responsibility to not bring anything to school that is illegal or against school policies, such as alcoholic beverages, drugs, weapons, or stolen property.
- You have the responsibility not to interfere with the educational process of others.

### **EXPECTATIONS OF STUDENTS**

Sequoyah students are expected to conduct themselves in a mature and dignified manner. It is not possible to list all the unacceptable behaviors students are not to engage in, but most of the common unacceptable behaviors are listed and addressed in the disciplinary infractions section of this document. If students will use the following philosophy to guide their actions and behaviors, they should enjoy a productive and safe career at Sequoyah Schools:

1. The staff, teachers, and administrators are your direct supervisors while you attend Sequoyah Schools. Disobedience is a major disciplinary infraction at Sequoyah Schools.
2. Respect the rights of others. Students attending Sequoyah Schools acquire educational experiences critical to their development that culminates in a high school diploma. Behavior that interrupts instructional time will not be tolerated.
3. You may not do anything that harms another person at Sequoyah Schools. Physical assaults or battery are prohibited. Verbal assaults and intimidation are also prohibited.
4. Activities and actions that place another person in a situation of potential injury or danger are prohibited.

If you see something that could cause harm to someone at Sequoyah Schools, please report it to teachers or the administration as soon as possible. Be a part of the solution, not the problem.

### **SEQUOYAH STUDENT CODE OF CONDUCT**

The Sequoyah Student Code of Conduct addresses the major concerns and problems we experience with students while endeavoring to create a safe and orderly learning environment. We require students and parents to review these major rules and regulations and sign a written document indicating that they understand these rules and regulations and the student will abide by the code of conduct while they are a

student at Sequoyah High School. A copy of this signed document will be placed in each student's cumulative file and renewed each year.

### **DRESS CODE:**

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display, or reference alcohol, drugs or related paraphernalia, or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that can be construed as being or including content that is racist, lewd, vulgar, or obscene, or that can be construed as containing "fighting words" - speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, income or body type/size.

**Basic Principle:** Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric.

**MAY Wear,** if these items do not violate the basic principle above:

- Fitted pants, including opaque leggings, yoga pants, and skinny jeans.
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Body-hugging tank tops, including spaghetti straps, and camisoles (*as the secondary garment-under the primary garment*).
- Athletic attire
- Headbands and wraps that are culturally or religiously relevant.

### **CANNOT Wear:**

- Muscle shirts, strapless shirts or too-revealing tops (*no cleavage showing*).
- Caps, hats, head-coverings (*including hoods of hoodies*), and sunglasses inside of the building.
- Body-hugging tank tops, including spaghetti straps and camisoles (*as the primary garment*).
- Pants, jeans, or shorts that sag - no sagging allowed.
- Skirts or dresses that are shorter than the tips of the fingers when arms are held to the side.
- Trench coats.
- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, or pornography.
- Images or language that create a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments.

- Any item of clothing or accessory that could be interpreted as gang-related according to the No Gang Policy, Oklahoma State Statute, Title 21, Section 856.F.

**ANY VIOLATION OF THE DRESS CODE MAY RESULT IN CONFISCATION OF THE ITEM/ ITEMS IN VIOLATION BY STAFF UNTIL THE STUDENT OR THE PARENT HAVE THE OPPORTUNITY TO RETURN THE ITEMS HOME. Clothing that meets the dress code requirements will be supplied to the student in this case, until the student or parent can supply clothing that meets the dress code requirements. The student may be sent home to change.**

### **DISCIPLINE POLICIES AND PROCEDURES**

Sequoyah High Schools’ disciplinary policies and procedures apply to students during official school days and during approved school activities, including evening and overnight school-sponsored events. The policies and procedures apply to school bus students as soon as they board the bus until they exit the bus at the end of the school day; commuter students as soon as they enter the school campus until they officially leave the campus; and resident students as soon as they leave the dorm in the morning until they return for the evening. Residential student disciplinary policies and procedures are separate issues. The residential department at Sequoyah Schools will address disciplinary infractions and unacceptable behaviors that occur in the dormitories.

### **DISCIPLINARY INFRACTIONS, UNACCEPTABLE BEHAVIORS, AND DISCIPLINARY INFRACTION VALUES**

Disciplinary infractions occur when students commit unacceptable behaviors. Unacceptable behaviors are categorized into seven levels of severity. A disciplinary cumulative point system is used to monitor disciplinary infractions. The seven (7) disciplinary infraction levels and disciplinary points assigned to each infraction are listed as follows:

#### **Level 1 Disciplinary Infractions**

**Definition:** Each Level 1 Infraction (including, but not limited to the bulleted infractions below) results in after-school detention, ISD (in-school suspension), and/or a referral to a school-based specialist.

**Point Value for Level 1 Infraction(s):** Each infraction will have a point value of 5-15 disciplinary points assigned to the student’s cumulative disciplinary points total for the school year. The points system is as follows: first offense – 5 points and ISD; second offense – 10 points and ISD; third offense – 15 points – ISD and referral to a school-based specialist.

- Violation of dress code
- Cell phones and other electronic devices (may be utilized in the classroom at the discretion of the teacher to facilitate the students’ education and learning styles)
- Inappropriate public display of affection.
- Hickies
- Graffiti
- Sleeping in class

- No hall pass
- Any act or disciplinary infraction not listed that a school administrator determines is a level 1 disciplinary infraction

### **Level 2 Disciplinary Infractions**

**Definition:** Each Level 2 Infraction (including, but not limited to the bulleted infractions below) results in a behavioral contract, ISD and/or short-term suspension of less than ten (10) days with academic credit. Students may not participate in school/athletic events, activities, and functions during short-term suspension.

**Point Value for Level 2 Infraction(s):** Each infraction will have a point value of 10-20 disciplinary points assigned to the student's cumulative disciplinary points total for the school year. The points system is as follows: First offense – 10 points and ISD; second offense – 15 points and ISD; third offense – 20 points and ISD x 5 days or short-term suspension.

- Skipping assigned class or activity (including class meetings) and remaining on campus
- Insubordination
- Failure to serve an assigned Saturday School, Engagement time or after-school detention
- Profanity
- Making derogatory remarks to other students in any capacity (including any form of social media)
- Loitering or presence in prohibited areas
- Act of vandalism (minor destruction or defacement of school property)
- Verbal assault
- Tobacco possession and/or use
- Petty theft or destruction of property (less than \$50.00 in currency or merchandise)
- Computer use infraction (minor infraction)
- Plagiarism/Cheating
- Any act or disciplinary infraction not listed here that a school administrator determines is a Level 2 Disciplinary Infraction.

### **Level 3 Disciplinary Infractions**

**Definition:** Each Level 3 Infraction results in a behavioral contract and 10 days of ISD or short-term suspension of less than ten (10) days with academic credit. Students may not participate in school athletic events, activities, and functions during suspension.

**Point Value for Level 3 Infraction(s):** Each infraction will have an initial point value of 20 disciplinary points assigned to the student's cumulative disciplinary points total for the school year. The points system is as follows: first offense – 20 points; second offense – 80 points.

- Leaving campus during the school day or an event without permission
- Possession of over-the-counter medications without permission
- Wearing or possessing gang paraphernalia or representing gang membership
- Second infraction of tobacco possession or use during the school year

- First major physical assault of another student (includes fighting without weapons)
- First possession of drug paraphernalia.
- Aiding and abetting alcohol or drug use on campus or during a scheduled event
- First infraction of larceny theft or destruction of property involving more than \$50.00 in currency or merchandise
- Second infraction of petty theft or destruction of property
- First use of profanity and/or bullying towards a Sequoyah staff member in any capacity (including any form of social media)
- Minor destruction of school property as determined by a school administrator
- Accumulation of 75 disciplinary points during a single school year
- Computer use infractions (major infractions)
- Bullying: includes intimidation and/or extortion, inciting another through innuendo or verbal abuse, and/or violating another student's personal space, in any capacity (including any form of social media)
- Any act or disciplinary infraction not listed here that a school administrator determines is a Level 3 Disciplinary Infraction

#### **Level 4 Disciplinary Infractions**

**Definition:** Each Level 4 Infraction results in long-term suspension of ten (10) or more school days or a significant ISD assignment to be congruent with the assignment of suspension days, *assessment and mandatory treatment and successful completion with a Cherokee Nation Program directed at drug and alcohol treatment or behavioral health*, and suspension from participating in all school activities (athletic or extracurricular) with academic credit.

**Point Value of Level 4 Infraction(s):** Each infraction will have an initial point value of 40 disciplinary points assigned to the student's cumulative disciplinary points total for the school year. The points system is as follows: first offense – 40 points; second offense – 80 points.

- Second larceny theft or destruction of property involving more than \$50.00 in currency or merchandise.
- Second infraction of possession of drug paraphernalia
- Sexual misconduct with another student
- Presence during drug use
- Major destruction of school property as determined by a school administrator
- Physical bullying by intimidation to incite another (i.e., shoulder bump, horseplay-like shoving, pushing and inappropriate contact)
- Any act or disciplinary infraction not listed here that a school administrator determines is a Level 4 Disciplinary Infraction

#### **Level 5 Disciplinary Infractions**

**Definition:** Each Level 5 Infraction results in long-term suspension of a semester plus one and *assessment and mandatory treatment and successful completion with a Cherokee Nation program directed at drug and alcohol treatment or behavioral health*. The principal shall have input from counselors in deciding

which Cherokee Nation program the student shall attend. Students may not participate in school athletic activities and functions during suspensions. Each student must complete the prescribed treatment program. Failure to do so will result in dismissal without continued academic credit and the option to reapply for admittance to Sequoyah Schools at a later date.

**Point Value of Level 5 Infraction(s):** Each infraction may assign 60 disciplinary points to the student's cumulative disciplinary points total for the school year.

- First possession and/or use of alcohol on campus during school day or weekend
- First possession and/or use of misdemeanor amounts of controlled substances or counterfeit controlled substances (i.e., any form of synthetic drugs) as determined by the Cherokee Marshal Service; this includes vape devices containing THC or other drugs.
- Second infraction in the use of profanity towards a Sequoyah staff member
- Sexual misconduct or sexual harassment toward another student
- Abuse and/or repeated possession of over-the-counter medications (without written parent/guardian and school administration permission) during a school day or activity
- Accumulation of 100 disciplinary points during a single school year
- Violation of school anti-drug policy
- Participation in gang-related activities
- Any act or disciplinary infraction not listed here that a school administrator determines is a Level 5 Disciplinary Infraction

### **Level 6 Disciplinary Infractions**

**Definition:** Each Level 6 Infraction results in dismissal without continued academic credit. The student has the option to reapply for admittance to Sequoyah Schools at a later date.

- First possession of weapons
- Second major physical assault (includes fight without weapons)
- Third infraction of larceny theft or major destruction of school property as determined by a school administrator
- Third infraction in the use of profanity towards a Sequoyah staff member
- First use and/or possession of federal felony amounts of a controlled substance
- First major threat, intimidation, and/or assault of a Sequoyah staff member
- Second infraction of use and/or possession of alcohol or federal misdemeanor amounts of a controlled substance during a school day or school function as determined by the Cherokee Marshal Service
- Any act or disciplinary infraction not listed here that a school administrator determines is a Level 6 Disciplinary Infraction

### **Level 7 Disciplinary Infractions**

**Definition:** Each Level 7 Infraction results in immediate dismissal from Sequoyah Schools. The only way a student may apply for readmission to Sequoyah Schools after a Level 7 Disciplinary Infraction is by

written permission from the Executive Deputy Director of Education of the Cherokee Nation or his/her designee.

- Any felony convictions received in Tribal, State, or Federal Court

### **Student Disciplinary Points System**

As students accumulate established levels of disciplinary points, additional disciplinary interventions and actions are initiated. A student who accumulates 100 or more disciplinary points may be dismissed from Sequoyah Schools. Disciplinary points are assigned by the administration. Student disciplinary records and cumulative disciplinary points totals are stored in NASIS.

### **Disciplinary Policies and Procedures**

When a disciplinary infraction occurs, a Sequoyah Schools Student Disciplinary Infraction Incident Report is completed. All student disciplinary infractions must be documented in NASIS under the *Behavior* tab. This serves as a student disciplinary infraction incident report form. If a student is absent from school on a day that they have been assigned a school discipline (i.e., noon detention, ISD, etc.) it will be made up on the day the student returns to school or the first scheduled time as deemed appropriate by administration.

### **Administrative Restraining Order**

The Administrative Restraining Order will be available to administration and to dormitory administration to help resolve conflicts between two or more students while at school.

The restraining order will be subject to the following stipulations:

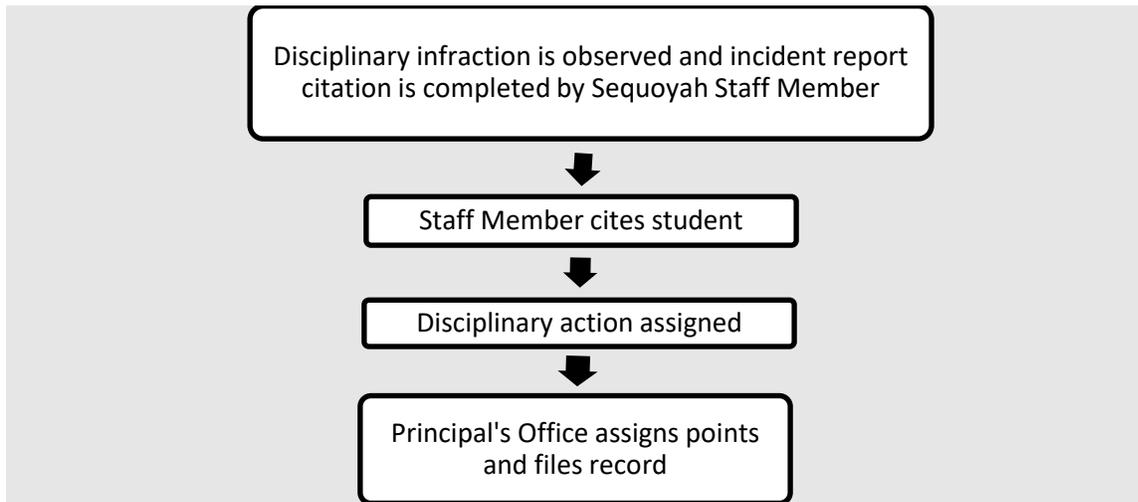
1. A student shall not touch, speak to (or have others on his/her behalf speak to), or about, or come within ten (10) feet of each other without teacher or staff permission.
2. Violation of the restraining order could lead to the student's suspension or expulsion from Sequoyah Schools and/or dormitory.
3. The restraining order shall commence on and run continuously through a date determined by school administration.
4. The restraining order will be in effect during the school day and during school activities in the evening and on weekends.
5. The restraining order will be signed by the student, parent, and administrator.

### **The Role of the Sequoyah School Board in Disciplinary Procedures**

The Sequoyah High School Board of Education is not involved in the student disciplinary procedures of Sequoyah Schools. The Sequoyah Schools Board of Education reviews and approves or disapproves policy related to Sequoyah High School. The school board is not involved in the administration of policy at hearings and the administration of student discipline. This exclusion includes participation in student disciplinary appeals, hearings, and the administration of student discipline.

### **Level 1-3 Disciplinary Flow Chart**

The following disciplinary flow chart may simplify the explanation of the disciplinary process:



- Decision of the principal is final for Level 1-3 Disciplinary Infractions
- Sequoyah High Schools’ Board of Education does not hear disciplinary appeals

## **DUE PROCESS IN STUDENT LONG-TERM SUSPENSION AND EXPULSION**

### **Written Notice of Charges**

- The student must be notified in writing of the charges against him/her after the incident.
- The charge must be specified, and administration must specify each occasion of violation, date, and disciplinary action being considered.

### **Right to a Fair and Impartial Hearing**

- The student will be advised of his/her right to a fair and impartial hearing for a suspension of ten (10) days or more.
- The student will be advised of his/her right to waive a fair and impartial hearing.
- The student/parent will notify administration within twenty-four hours (excluding weekends) in writing of his/her choice to have a hearing.
- The hearing will be scheduled within three school days.
- If the student fails to appear at the hearing on the appointed date and time, he/she waives his/her right to a hearing and disciplinary action will be rendered.

### **The Disciplinary Appeals Committee**

The Disciplinary Appeals Committee at Sequoyah High School consists of three (3) Sequoyah employees and/or qualified Cherokee Nation Education Department employees, excluding the principal. The Disciplinary Appeals Committee is selected by the superintendent. The superintendent may elect to serve as one of the three committee members.

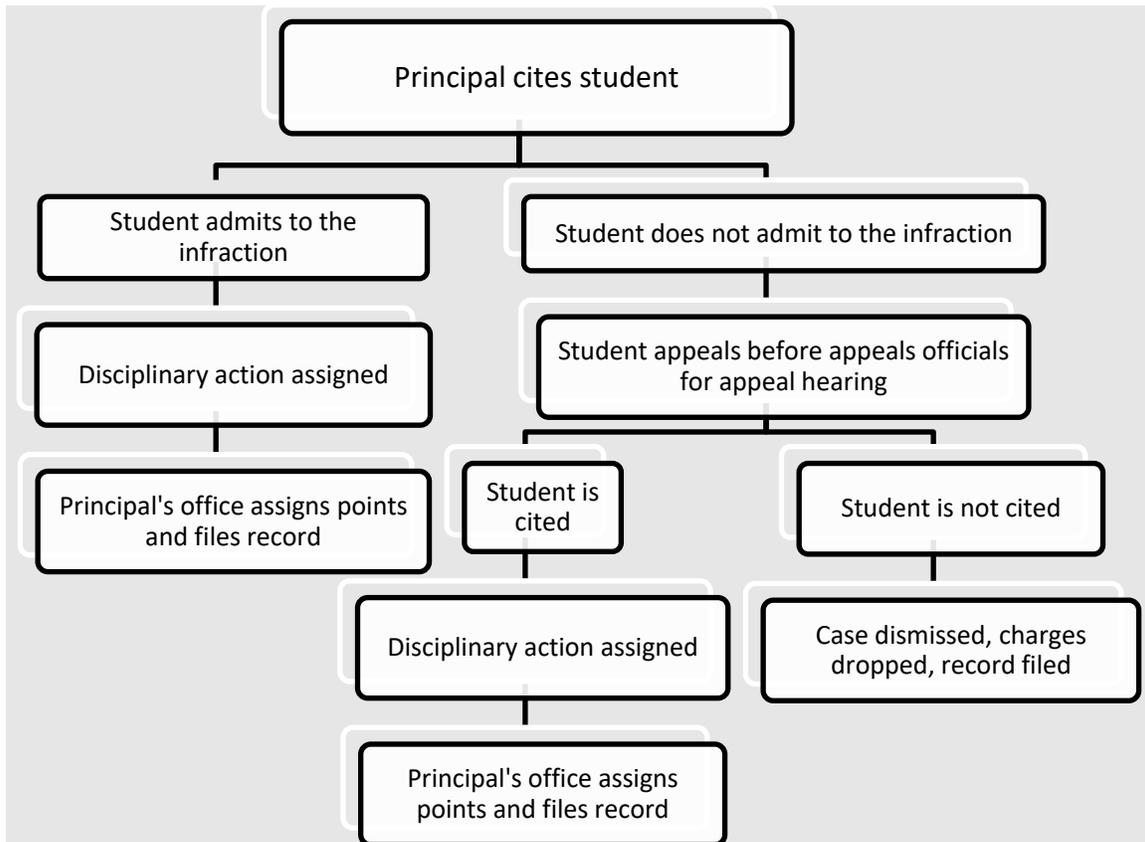
**Fair and Impartial Hearing Procedures**

- A. The student has the right to have his/her parent(s)/ guardian(s) or their designee present at the hearing and to be represented by a lawyer or legal counsel of the student’s choice. Private attorney’s fees are the responsibility of the student and parent/guardian.
- B. The school may appoint a student advocate with the approval of the accused to assist in his/her defense.
- C. The student has the right to produce and have produced witnesses on the student’s behalf, which pertain to the specific charges.
- D. The student has the right to a record of hearings of disciplinary actions, including written findings of fact and conclusions in all cases of disciplinary action.
- E. The student shall not be compelled to testify against himself.
- F. The student has the right to have allegations of misconduct and information pertaining thereto expunged from his/her record in the event the student is found not guilty of the charges.
- G. The findings of the Disciplinary Appeals Committee are final.

**Level 4-6 and above Disciplinary Flow Chart**

The following disciplinary flow chart may simplify the explanation of the disciplinary process.

Disciplinary infraction is observed and incident report citation completed by Sequoyah staff member:



- Decision of the appeals committee is final

- Sequoyah High School Board of Education does not hear disciplinary appeals

### **Discipline of Students with Disabilities**

Students with disabilities are held to the standards of discipline as stated in the Sequoyah Schools Student/Parent Handbook. In compliance with the disciplinary provisions of the Individuals with Disabilities Education Improvement Act, students with disabilities will be afforded the protections required by the Act. Students protected by the provisions of this policy include:

1. Students receiving special education services through an Individualized Education Plan (IEP).
2. Students protected by Section 504. Section 504 is also in the scope of what is considered a “free appropriate public education.” The definition of a person with a disability for purpose of Section 504 is “any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.”
3. Students not currently identified as eligible for special education pursuant to § 300.527 of the Act.

### **Proposed Suspension of a Student with Disability**

If the conduct of a student with a disability reasonably appears to be in violation of board or building code of conduct, a school administrator may propose a disciplinary action consistent with the consequences as outlined in the Sequoyah Schools Student/Parent Handbook.

### **Short-Term Suspension of a Student with Disability**

Suspension of less than ten (10) cumulative school days per school year does not constitute a change of placement within the meaning of special education law (IDEA) and due process beyond which is offered to all students is not necessary. The same procedures will be utilized by all students.



Disciplinary or administrative actions(s) which could result in total cumulative days of suspension exceeding ten (10) days in a school year will be reviewed by the IEP Team to make the determination if such additional suspension constitutes a change of placement.



If the additional suspension does not constitute a change of placement, services that are determined by the IEP Team must commence on the eleventh school day of suspension and a plan will be developed for a Functional Behavior Assessment and Behavior Intervention Plan.

### **Parent Notification of Disciplinary Action against a Student with a Disability**

Parents will be notified the same day of the decision to take disciplinary action that may result in a change of placement. Parents will be given a copy of procedural safeguards guaranteed by IDEA and provided prior notification of the IEP Manifestation Determination Meeting date/time/place.

### **Length of Removal of a Student with a Disability**

The duration of the suspension and services provided will depend on the type of infraction (danger, weapon, drug, or other rule violation) and whether the behavior is a manifestation of the student’s

disability. Once the length of the suspension and extent of services provided during the suspension is determined, the change of placement procedures must be followed.

### **Parental Appeal of Disciplinary Action against a Student with a Disability**

If the parent disagrees with any of the conditions of the long-term suspension, mediation or due process procedures may be requested. Mediation and due process procedures for identified special education students will be developed by the Superintendent and Special Education Director.

### **SUPPLEMENTAL SUPPORT PROGRAMS**

**Title I: Language Arts, Reading, and Math** – Title I is a federal program that provides extra help to students in the basic and advanced skills of reading, math, and language arts. Sequoyah Schools provides the extra support many students require to succeed. Title I is a school-wide project that allows teachers to offer all students challenging academic curriculum.

**Special Education** - An individual educational program offered in the regular classroom for students whose needs cannot be satisfactorily met by the regular instructional program. It offers students the opportunity to advance at their own rate of development in an effort to reach study objectives. The same qualities of knowledge and leadership needed in the general education program are essential for individual educational programs. The role of the special education teacher will be dictated by the local situation and will vary as the program expands.

The grading system for special education students will be the same as the regular classroom students. For any curricular area in which the regular education teacher deals entirely with a special education student, the grade recording and reporting shall be the responsibility of that teacher. If the special education student has a grade below a “D” and consulting the special education teacher or the use of the resource room does not help, an IEP meeting will be convened to review modifications for that student. No identification will be made by mark, grade, or label on any record or report card, permanent or non-permanent, which would indicate that the student is anything other than a regular student.

**Referral** – Public laws mandate that every child receives an education, regardless of the type or severity of handicap. All children, birth to age 21, are covered under the law. Education must begin early so the child can achieve his/her maximum potential. Anyone who knows a child who may be handicapped and may be eligible for this service is encouraged to contact the Special Education Director, at 918-453-5185 or 1-888-467-4746 (toll free). All information is confidential.

**Gifted and Talented** – Participants are selected based on one or more areas: intelligence, specific academic ability, critical thinking, leadership, and visual or performing arts. Nominations are accepted from teachers, parents, students, and community members. The students will be served via one or more of the following program options: enrichment, seminars, field trips, creative and academic competitions, differentiated curriculum, learning centers, great books, honors classes, concurrent college enrollment, advanced placement, independent study, interest groups, correspondence courses, and the resource room. Students in the Gifted and Talented Program will also receive other special services as needed, including, but not limited to academic counseling, ongoing assessment, and guidance counseling. Activities and

learning opportunities from the Gifted and Talented Program are also made available to the total student population whenever possible.

## **TESTS**

Any test announced in the student's presence in class, or which is regularly scheduled (e.g., quarter or semester tests) that the student misses due to an absence shall be made up on the day the student returns to class. If the test is first administered on the day the student returns to class, he/she shall be obligated to take the test on that day. Should the student be absent at the time the test is announced or if it is not a regularly scheduled test, either of which would prevent him/her from being aware of the scheduled test, then the test shall be administered to him/her as soon as possible. Exceptions to this policy concerning administering the test shall be limited to those exceptions made by the principal.

## **SEMESTER TESTS**

Semester tests are mandatory, and all students are to take semester tests using the following guidelines. Students have the option to be exempt from their semester exams in December and May based on their attendance and grades for the current term. A student with an "A" and up to three (3) absences from October to December and March to May; a "B" and up to two (2) absences from October to December and March to May, and a "C" with one (1) absence from October to December and March to May, may choose to not take the semester exams in December and May only. The semester test will count as 20% of the student's final semester grade. Students who qualify for test exemption will have their grade calculated based on the semester average. No student will be allowed to take a semester test prior to the designated test date unless approved by the administration. Students would be disqualified from semester test exemption if they had Engagement anytime during the fall or spring term.

## **ACT POLICY (Recommended Guidelines for Testing at School Expense)**

Students must be enrolled and complete the Princeton Review ACT Prep Class before taking the ACT. Special permission may be granted by the principal if the student can produce evidence of participation in another ACT prep class.

9<sup>th</sup> Grade: **All ninth-grade students will take the Pre-ACT Test during the fall and spring.**

Certified Gifted and Talented as requested by the student or parent and approved by the Gifted and Talented Committee.

10<sup>th</sup> Grade: **All tenth-grade students will take the Pre-ACT Test during the fall and spring.**

Certified Gifted and Talented students as requested by the student or parent and approved by the Gifted and Talented Committee. Certain Gifted and Talented students may be requested to take the ACT in anticipation of concurrent enrollment or specific academic opportunities.

11<sup>th</sup> Grade: **All eleventh-grade students will take the ACT in the fall and spring.** Gifted and Talented students may take the ACT at the discretion of the Gifted and Talented Committee.

12<sup>th</sup> Grade: Senior students are advised to take the first available ACT during their senior year. Retesting will be at the discretion of the academic counselor. Gifted and Talented students may take the ACT at the discretion of the Gifted and Talented Committee.

Students at any level who fail to take the test as scheduled will not be allowed to retest at the expense of the school without special permission from the administration. Students who are not classified as Gifted and Talented may take the ACT if recommended by a classroom teacher.

## **COURSE DESCRIPTIONS**

### **Business Education**

1. **Computer Applications I**

This program is designed to introduce students to the basic skills, principles, techniques, and attitudes that encompass today's business world. Students will receive training in core areas such as keyboarding, word processing, written and verbal communication, computational skills, and other skills associated with the business environment.

2. **Computer Applications II**

Our fast-paced world is driven by technology. Computers are an essential tool in everyday life and in virtually every type of business. This class helps prepare students to use Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and the internet. Students will learn through lectures, demonstrations, and hands-on projects. Some basic life skill items are also covered, such as resume and cover letter writing, how pay is calculated, how to balance a checking account, how to calculate payment and interest amounts when getting a loan, how to make travel arrangements, teamwork, public speaking, etc. **Prerequisite: Computer Applications I**

### **Fine Arts**

1. **Service Learning through Media Production**

This class is designed to teach students the fundamentals of using various digital media tools to create print, audio, video presentation, and multi-media projects. Students will use digital camcorders, digital cameras, and computer programs to create these various digital media projects. Computer programs may include Microsoft Office Applications (Word, Excel, PowerPoint, Publisher) iWork Applications (Pages, Numbers, Keynote), iPhoto, iDVD, GarageBand, Photo Booth, Paintbrush, iMovie, Final Cut Pro, and iTunes. Students will create various desktop publishing, audio/music, presentation, video, and multi-media projects for use in the class and for their other classes throughout the course. Writing skills will also be emphasized to create stories and scripts for the various projects. Students may also record activities and events by the use of video camcorders, video studio equipment, and video score-board equipment.

2. **Video Broadcasting**

This class is designed to give the student a more in-depth experience in using various digital media tools. Students will be responsible for production of "The Show" (Sequoyah Schools weekly television-style news program), creating projects, highlights, and/or other multi-media presentations for the school's IPTV Network and Video Scoreboard, as well as documenting other activities and events throughout the school year.

3. HS Band  
Students will learn the introduction of band instruments and basic music study. Students will learn about all band instruments. Students will pick an instrument to play and learn how to read music. Students will perform at programs presented throughout the school year. This course will enable a student to compete in Oklahoma Secondary School Activities Association competitions (Honor Bands, Marching Band), perform at ball games (football and basketball), perform at concerts, and march in parades.
  
4. Basic Art I  
An introduction and study of the elements of art (line, shape, form, value, texture, and color). Experience making original works of art using various media. Students will prepare work for viewing. An overview of the principles of art (movement, balance, unity, proportion, etc.) is presented.
  
5. Basic Art II  
A review of the elements and principles of art used in Basic Art I. An introduction to various techniques and media not used in Basic Art I, such as clay, batik, block printing, etc. as time allows. While drawing and sketching will still be the core, not as much emphasis will be placed on drawing. **Prerequisite: Basic Art I**
  
6. Basic Art III  
A review of the elements and principles of art used in Basic Art I and II. An introduction into various techniques and media not used in Basic Art I, such as clay, batik, block printing, etc. as time allows. While drawing and sketching will still be the core, not as much emphasis will be placed on drawing in the classroom. **Prerequisites: Basic Art I and Basic Art II**
  
7. Music Appreciation  
Music appreciation is a window into a better understanding of music of all genres. The course includes instruction on music basics (melody, harmony, rhythm, structure, and form), musical periods (Baroque, Classical, Romantic), instruments (wind, brass, string, and percussion), and composers (20<sup>th</sup> century composers such as Mozart, Beethoven, Haydn, Tchaikovsky, Stravinsky, and Rachmaninoff), as well as some instruction on non-Western musical traditions.
  
8. Native American Arts and Crafts  
Study in the history of Native American crafts, areas, peoples, and the traditional techniques and skills utilized for production and use. Students will experience making a variety of these crafts.
  
9. Drama I  
Introduction and comprehensive study of Performance Art related subjects including acting, play and script analysis, reader's theater, technical theater, and theater history as well as participation in the Oklahoma Secondary School Activities Association Speech/Drama/Debate yearly tournaments.

10. Drama II

The Drama II class will consist of an intensive study of theater history from Greek theater to contemporary drama, theater makeup, and extensive scene and monologue work of memorized material, which is performed as class assignments.

11. Humanities

Humanities begins with the study of ancient cultures in Mesopotamia and Egypt (Babylonia, Assyria, Sumer), Greece, and Rome; the beginning of Judaism and the rise of Christianity; Byzantium and the rise of Islam; and concludes with the Middle Ages.

**Language Arts**

1. English I

Provides a comprehensive introduction to the essential mechanics of writing, grammar, and literary analysis. Equips students with the fundamental skills necessary for effective written communication while fostering an appreciation for various literary forms, including short stories, novels, plays and poetry.

2. English II

Continuation of composition and grammar skills, going deeper into complex literary analysis, critical thinking, research practices, and refined writing strategies. Literary works include authors from around the world, including Native American authors.

Honors English II

A more rigorous study of the English II content, with supplementary texts, an increased pace, and concentration on various forms of academic writing, better preparing students for higher-level academic pursuits in English and beyond. **Prerequisite: English I**

3. English III

Students will continue learning the skills of writing and utilizing grammar. An exploration of American Literature encompassing an examination of prominent American writers to analyze their distinctive writing styles and notable literary works. This study includes tracing the chronological evolution of American Literature alongside the study of a classic American novel and play. **Prerequisite: English I and II**

4. English IV

Continuation of composition and grammar skills, utilize various writing/presentation formats to suit audience and task, explore and respond to selected pieces of British/World literature, survey of English writers selected works, comparative history and critics and specific literature that includes chronological development of English Literature, works of Shakespeare, a play and one classic British novel. **Prerequisite: English I, II, and III**

5. English Prep

Students must meet certain guidelines to be assigned to this class. This course will concentrate on the fundamental language skills of reading, writing, conventions of written/oral language,

research, and listening/speaking to build a foundation for student success in high school English classes.

6. Honors English I, II, III, IV

Designed for students with advanced skills, the honors classes prepare students for college composition and research methods and provide opportunities for closer literary analysis. Emphasis is on critical and creative thinking skills applied to all texts. For a student to receive credit for an Honors English Class, he/she must meet the following criteria: 1) read an assigned novel outside of class time, and 2) pass a multiple-choice/essay test over the assigned novel with a 70% or better.

7. Creative Writing

This study of creative writing allows high school students to develop increased skill, creativity, and versatility as writers. Students will be provided with the time to write independently during class and to share and critique their writings. To perfect selected pieces of work, students will be expected to demonstrate an understanding of the recursive nature of the writing process, applying the conventions of usage and the mechanics of written English. Throughout the year, students will study and create a variety of genres such as essays, short stories, poetry, and drama. As a means of extending their knowledge of effective techniques and forms of writing, students will critically examine models of various types written by professional authors.

8. Speech I – Debate I

This is an introductory course to the elements of communication in public speaking and areas of competitive speaking and debating through the Oklahoma Secondary School Activities Association's yearly schedule of tournaments.

9. Graphic Design/Yearbook I

The course involves design, storytelling and project management. Students learn skills from photography to page layout, headline writing, and sales. Additionally, this course teaches design principles, color theory, typography, layout design, photography, journalistic writing, and project management. The goal is to create a visually appealing yearbook that captures the essence of the school year and leaves a lasting legacy.

10. Graphic Design/Yearbook II

In this course, students build their necessary skills to create a school yearbook. They develop proficiency in advanced publishing, interviewing, design, layout and writing. Moreover, they gain expertise in using professional publishing software. Additionally, students learn leadership and teamwork skills essential for managing the production process. It is important to take the course in sequential order. **Prerequisite: Graphic Design/Yearbook I**

11. Graphic Design/Yearbook III

Students enrolled in this course use all the skills required to develop a school yearbook and other school publications, as needed. They learn advanced publishing skills, interviewing techniques, design and layout expertise, and sophisticated writing skills. They become adept at using complex

software used by the professional publishing industry. In addition, they learn how to work as leaders and as a team as they manage this production process. Courses must be taken in sequence. Prerequisite: **Graphic Design/Yearbook I and II**

12. Graphic Design/Yearbook IV

Students enrolled in this course use all the skills required to develop a school yearbook and other school publications, as needed. They learn advanced publishing skills, interviewing techniques, design and layout expertise, and sophisticated writing skills. Students become adept at using complex software that is used in the professional publishing industry. In addition, they learn how to work as leaders and as a team as they manage this production process. The course must be taken in sequence. **Prerequisite: Graphic Design/Yearbook I, II, and III**

13. College Prep

College Prep is designed to assist senior students in making choices and preparations for life after high school. Assistance is given to help students apply for colleges and universities, apply for scholarships, and seek federal aid. Students are also introduced to other options for success after high school, including vocational technical programs and opportunities in the military. Students view websites that will benefit them in seeking scholarship opportunities. Students are required to write essays and to develop a resume for use in their application process.

## **Foreign Language/Native American Language**

1. Cherokee I

Coursework consists of students understanding one- and two-word phrases up to complete sentences, understanding cognates and social greetings, developing careful listening skills, reading isolated words when supported by visuals, and copying familiar words for labeling, identifying, and organizing purposes. Students are also exposed to authentic cultural material.

2. Cherokee II

Coursework consists of in-depth grammar and content incorporated within the curriculum. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Learners understand two- and five-word phrases up to complete sentences, understand cognates and social greetings, develop careful listening skills, read isolated words when supported by visuals, and copy familiar words for labeling, identifying and organizing purposes. Students are also exposed to authentic cultural material.

3. Cherokee History I & II

Students will examine people and events that have transformed the landscape of Cherokee people, examine political and ideological movements, analyze economic and political accomplishments of Cherokee people, analyze the impact of Government policies upon them, and have exposure to traditional games and guest speakers.

4. Conversational Cherokee

5. Spanish I  
Pronunciation, grammar, conversation, and composition.
6. Spanish II  
Continuation of Spanish I – usage, mood, composition, and readings. **Prerequisite: Spanish I**

## **Mathematics**

1. Pre-Algebra  
Provides remediation of general math skills of middle school classes. The focus is on preparation for Algebra I that primarily includes working with integers, graphing, and solving equations. Placement requires a test and/or teacher recommendation.
2. Algebra I  
Continuation of Pre-Algebra: understanding of integer sets and operations, solving equations, word problems, and inequalities, factoring, graphing, real number system, and quadratic equations. Preparation for the Algebra I End of Instruction Exam.
3. Algebra II  
Continuation of Algebra I: understanding linear equations, simplifying rational expressions, quadratic equations, complex numbers, and simplifying equations with coordinate geometry. **Prerequisite: Algebra I and Geometry are prerequisites for Algebra II unless approved by administration.**
4. Algebra III  
This course will concentrate on the concepts and skills instructed in the first math course of a higher learning institution. Students will delve (more in depth) into linear equations and inequalities, quadratic equations and inequalities, scatter diagrams and curve fitting, families of graphs, operations with functions, inverse functions, zeros of polynomials, rational functions, exponential functions, logarithmic functions, and systems of equations in two and three variables. Additional material and projects will be added to enhance subjects as time allows. **Prerequisite: Algebra II**
5. Geometry  
Use algebra concepts and logical reasoning skills. Name, identify, and construct points, lines, planes, angles, bisectors, medians, altitudes, and perpendiculars using geometric tools. Calculate midpoints, segment measures, angle measures, arc measures, slope, distance, area, perimeter/circumference, volume, and surface area. Prove triangles congruent and similar. Use the Pythagorean Theorem and its converse. Deduce properties and relationships of parallel lines with transversal, quadrilaterals, polygons, circles, and special right triangles. Express the trigono-

metric functions as ratios and use them to solve “real world” problems. **Prerequisite: Algebra I is the prerequisite for Geometry unless approved by administration.**

6. Trigonometry

Introduction of the trigonometric functions: graphing a coordinate plane, graphing trigonometric functions, special properties of the right angle, acute angle, radian measure, circular functions, trigonometry identities, inverse functions, triangles and vectors, complex numbers, and logarithms. **Prerequisite: Algebra II**

## Science

1. Anatomy/Physiology

The course content includes the study of the human body, cell structure, tissues, skeletal system, integumentary system, respiratory system, digestive system, nervous system, reproductive system, muscular system, endocrine system, nutrition and metabolism, and human growth and development.

2. Biology I (Lab)

Introduction of fundamental biological principles: biological form, function, diversity of living things, genetics, evolution, and ecology.

3. Honors Biology (Lab)

Honors Biology is designed for enhanced learning and skill usage. Biology is the study of life and cellular processes. It includes an introduction to the scientific method, cytology, genetics, botany, zoology, ecology, taxonomy, evolution, chemistry, biochemistry, and microbiology. Course work, lab work, and examinations will prepare students for future science courses. This course is designed with a variety of projects, hands-on activities, self-guided lessons, and labs. The laboratory experiments are set up to reinforce class content. All lessons focus on the Oklahoma Priority Academic Student Skills (PASS) for Biology. No pre-requisites.

4. Microbiology

Students will develop a working understanding of, and the skills necessary to, cultivate and study bacteria in the laboratory. Focus of study on viruses to start with and to include a survey of infectious diseases caused by both viruses and bacteria. Students should expect to develop an understanding of infectious diseases and the prevention/control of their spread. A high level of understanding of problem-solving and scientific methods is necessary for success in this course.

5. Honors Chemistry I

Chemistry is an inquiry-based course that examines matter and the changes it undergoes. Experiments and activities are used to introduce concepts including the structure of atoms and chemical compounds, the relationships among the elements on the periodic table, chemical and physical transformations, and the measurement and calculations of chemical quantities. Students who complete this course will develop an understanding of interconnections among the sciences, technology, society, and the environment. This course is designed with a variety of projects, hands-on activities, self-guided lessons, and labs. The laboratory experiments are set up to

reinforce class content. All lessons focus on the Oklahoma Priority Academic Student Skills (PASS) for Chemistry. Pre-requisites: Biology I or Honors Biology I.

6. Honors Chemistry II

Chemistry is an inquiry-based course that examines matter and the changes it undergoes. Experiments and activities are used to introduce concepts including VSEPR, thermochemistry, electrochemistry, organic chemistry, nuclear chemistry, and chemistry in cooking. Students who complete this course are better prepared for collegiate level Chemistry. This course is designed with a variety of projects, hands-on activities, self-guided lessons, and labs. The laboratory experiments are set up to reinforce class content. All lessons focus on the Oklahoma Priority Academic Student Skills (PASS) for Chemistry. Pre-requisites: Biology I or Honors Biology I and Honors Chemistry I.

7. Botany/Zoology

Botany is a laboratory-based science course which introduces students to the characteristics and life cycles of plants. The course covers plant diversity and plant structure and function. Zoology is a course that will survey the nine major phyla of the animal kingdom from the simplest protozoans to complex mammals. Emphasis is placed on dissection. Biology I is recommended as a pre-requisite course.

8. Environmental Science

The course content is multidisciplinary, applying the principles of ecology, biology, and chemistry. The course content will focus on the study of conservation and protection of natural resources, environmental education, and environmental research. Laboratory procedures emphasizing scientific methods will be utilized. The course is intended to prepare the student for the Biology I course by introducing terminology and concepts common to life sciences.

9. Earth and Space Science

Earth and Space Science is the study of the Earth, its processes, its materials, its history, and its effect on humans and life in general. Space (Astronomy) is the study of the sun, moon, stars, planets, comets, gas, galaxies, dust and other non-Earthly bodies and phenomena. It is a journey from the Earth's interior to the depths of space and everything in between.

10. Honors Physics

Introduction of physics through conceptual development, models, and problem-solving. Physics investigates motion, force, gravity, energy, and electricity.

11. Physical Science (LAB)

Physical science is the study of matter, energy, and how the two interact. Topics include scientific methods, metrics, theories of matter, motion, work, energy laws, energy sources, sound, light, electricity, magnetism, metals and non-metals, radioactivity, and basic chemical reactions. In this course you will begin to lay a foundation and gain the knowledge needed in science to carry you through life and all it has to offer.

12. Honors Physical Science (Lab)

This course is designed to prepare students for future high school science courses with an introduction to a variety of topics such as the physics of motion, chemistry, and energy. Students will learn and practice experimental procedures using various chemicals and will apply scientific ideas learned as they design and build two projects related to motion and energy. Honors Physical Science students will be expected to design, conduct, and evaluate their own experiment. This course is designed with a variety of projects, hands-on activities, self-guided lessons, and labs. The laboratory experiments are set up to reinforce class content. All lessons focus on the Oklahoma Priority Academic Student Skills (PASS) for Physical Science. No pre-requisites.

13. Robotics

The robotics course will provide students with a multidisciplinary introduction to robotics, involving concepts from the fields of electrical engineering, mechanical engineering, and computer science. Topics covered include sensor performance and integration, electrical and pneumatic actuators, power transmission, controls and programmable computer systems, system integration, and robotic applications.

14. Tango Flight

Tango Flight provides students with the tools to build and fly a two-seat airplane over the course of two academic school years. Building the plane is just one piece of experience. Students receive a dual credit curriculum which introduces them to the disciplines of aerospace, electrical, mechanical, manufacture and design engineering. Students learn about aviation and aerospace engineering as they work with local businesses. The build portion of the course will take place at Tahlequah Municipal Airport.

15. Chemistry I

Introduction of fundamental chemistry principles: atoms, elements, simple chemical reactions, and mathematical relationships.

16. Chemistry II

A continuation of Chemistry I with the addition of spectroscopy, thermal chemistry, reaction rates and equilibria and some organic and inorganic synthesis.

## Social Studies

1. U.S. History

This course covers the Civil War to the present: industrialization, imperialism, World War I, the New Deal, World War II, the Gulf War, and their results. Required for graduation: two (2) semesters – 1 credit. **Prerequisite: Oklahoma History, World History, Government, and Geography.**

2. Economics

This course examines the basic principles and structure used in economic decision-making. Topics include the analysis of economic institutions, social issues, and the basic objectives of

efficiency, equity, stability, and growth of economic activity. The class will take a “hands-on” approach and deal with real-life decisions, personal finance, and economic choices and outcomes.

3. Geography

The student will be introduced to basic geographic concepts: people’s relationship with their physical and cultural environment. One semester (½ credit) prerequisite for U.S. History.

**Recommended for sophomore and college-bound students.**

4. Government

This course evaluates the impact of the government on the lives of U.S. citizens and their rights and responsibilities. One semester (½ credit) prerequisite for U.S. History. **Recommended for**

**freshman and college-bound students.**

5. Oklahoma History

Pre-history of Oklahoma’s tribal people, exploration, statehood, culture, and economics.

Required for graduation. One semester (½ credit). **Prerequisite for U.S. History; Recommended for freshman students.**

6. World History

A study of past people or nations, beginning with the Renaissance, and their influences on present day society. One semester (½ credit). **Prerequisite for U.S. History. Recommended for**

**sophomore students.**

7. Native American History

The study of Pre-Columbian tribal people of North America (first semester) and tribal sovereignty and government (second semester). Two semesters (1 credit). **Recommended for**

**juniors and senior students.**

## **Health and Physical Education**

1. Archery

This course covers the history of archery, equipment, techniques, safety, mental concentration, and self-improvement in both a non-competitive and competitive environment.

2. Competitive Athletics

Participation in varsity sports of cross-country, football, basketball, baseball, golf, track, softball, volleyball, cheerleading, and wrestling.

3. Drivers Education

Students are given classroom instruction in driving technique and hands-on driving in a training car. (Limit of twelve students per class) One semester (½ credit).

4. Health Education

Introduction into personal health care, personal cleanliness, injury prevention and disease prevention, care or injury, and disease; designed to promote student awareness of personal health, preventive health, public health, and environmental health.

5. Life Skills Native American wellness curriculum used to teach and engage students in life-enhancing skills. Includes ways to make good decisions, become aware of self and others, and practical use of many skills in the real world. Provides an overview of the techniques and disciplines of the process and involvement in the fulfillment of a person's lifetime. This course will include exploration and analysis of the qualities that make individuals and groups, with an additional focus on the interaction between people.

6. Agriculture Education

## **OSSM COURSES**

1. Physics (OSSM)

This course introduces the students to the basic concepts of physics (e.g., mechanics, electricity, and magnetism) and lays the foundation for the upper-level physics courses. The course may also include such topics as properties of matter, heat, sound, light, atomic and nuclear physics, and relativity. Laboratory is included. The course presents a thorough calculus-based treatment of various topics in mechanics such as one- and two-dimensional motion, Newton's Laws, work and energy, impulse and momentum, rotational motion, mechanics of a rigid body, and periodic motion and waves. The lectures stress a quantitative approach and regular lab sessions introduce the students to experimental procedures. Prerequisites: Algebra II and beginning knowledge of Calculus.

2. Calculus (Two Semesters)

This is the standard course in differential and integral calculus – preparing students for the Advanced Placement Exams (“AB” or “BC”). It will provide a multi-representational study of basic calculus concepts using geometric, analytic, numeric, and verbal methods. Students will be instructed on the collegiate level, and it is not the intent of the course to be preparatory course of college calculus. Students will receive advanced placement credits for Calculus I and Calculus II. Prerequisites: Algebra I and II; Recommended: Trigonometry/Math Analysis or equivalent, pass admission test, recommendation of interview committee.

## **ALTERNATIVE INSTRUCTIONAL DELIVERY (AID) COURSES POLICY**

(Online, Internet & Distance Learning Classes)

The following is the Sequoyah Schools approved Alternative Instructional Delivery (AID) Courses Policy as required by law for Oklahoma Accreditation:

Sequoyah Schools should view web-based and two-way interactive video instruction as methods to expand course offerings and not as a substitute for direct, face-to-face student and teacher interactions.



The Sequoyah Schools School Board shall be the entity that grants credit for completion of courses by means of AID course instruction.



Only students who are regularly enrolled in the school district shall be allowed to enroll in AID courses for credit through Sequoyah Schools. In addition, students taking AID courses must be enrolled full-time and be in good standing. Any exception to this policy requires approval by the administration.



The principal or designee shall evaluate and approve all student requests to participate in courses delivered by means of alternative instructional delivery classes. Only pre-approved enrollments shall be eligible for credit granted by Sequoyah Schools. Timelines for completion for credit of a course shall be established at that time. A maximum of two (2) online credits may be earned per year for juniors and seniors and a maximum of one (1) credit per year may be earned for freshman and sophomores. Exceptions to this policy may be granted by the administration.



A student may use AID courses to graduate early if they are within one (1) credit of graduating. If at all possible, students will take core classes in the classroom. A student may take an AID course only after all other scheduling possibilities have been exhausted.

A certified teacher/school counselor shall serve as the contact person to assist students enrolling in online courses and serve as liaison to the online teacher(s) and provider(s) of online instruction.



Students earning credit by means of AID courses shall participate in all assessments required by Sequoyah Schools at the location designated by the school.



Courses offered for credit by means of AID courses shall be aligned with STATE STANDARDS and school district curriculum objectives.



An assigned liaison will monitor a student's progress in alternative instructional courses. Sequoyah Schools will closely comply with privacy laws regarding individual student data obtained through participation in AID courses. Student data will only be used for purposes that support the instruction of the individual student.



Instructors of AID courses shall be 1) certified in Oklahoma or another state to teach in the content area of the course offered; or 2) a faculty member of an accredited institution of higher education, possessing the specific content expertise necessary to teach the course; or 3) a designated liaison under the direction of a certified teacher or school counselor to monitor the student's progress.



Should cooperative agreements be established with other educational entities prior to instruction, contractual agreements should be established to address costs, schedules, teacher evaluations, grading policies, and discipline.