

Choctaw Tribal Schools
Talented and Gifted Services



www.choctawtribalschools.com
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Introduction

The Mississippi Band of Choctaw Indian Schools have developed and implemented talented and gifted focused educational services based on the belief that all students should have the opportunity to develop to their fullest extent. A certain percentage of Choctaw students have a very advanced set of skills that need to be addressed and cultivated. Such skills may fall into one or more categories of intellectual ability, creativity, academic achievement, leadership and visual and performing arts. In order to provide educational services to address these unique skill sets, Choctaw Tribal Schools have developed services for students in grades 3 through 12. These services are often referred to by an acronym – TAG (talented and gifted).

Purpose and Services Objectives

The primary objectives of the Mississippi Band of Choctaw Indian's Tribal School Talented and Gifted Services

include:

- The identification of students who demonstrate a capacity for excellence far exceeding their peers through a process that begins in second grade.
- Development of intellect and creativity, visual and performing arts, support of student interests, and guidance in leadership skills and positive self-concepts.
- The provision of appropriately differentiated services and Services options which meet the specific academic, social, and emotional needs of Native American talented and gifted students.



- Helping parents nurture their children’s gifts and talents in the home and community in collaboration with the school and the district.

Mission Statement of Talented and Gifted Services

The mission of the Mississippi Band of Choctaw Indian’s Talented and Gifted Services is to challenge students with differentiated interdisciplinary opportunities designed to provide:

- A support mechanism and an extension of the regular Services of instruction.
- Flexible and innovative programming, which promotes self-esteem, productivity, creativity, visual and performing arts, and leadership.
- The development of individual talents and special abilities to each student’s fullest potential.
- A commitment to excellence.

Characteristics of Students Involved in Talented and Gifted Services

The term talented and gifted means students, children, or youth who:

- a) Give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in a specific academic field; and
- b) Need services or activities not ordinarily provided by the general school program in order to fully develop those capabilities.

The following charts list some of the many characteristics associated with creativity, motivation, learning and leadership. These are only some of the many characteristics associated with talented and gifted students. The screening, nomination and eligibility processes look into the characteristics in a more in-depth manner.

Creativity Characteristics:

- ▶ Often offers unusual and unique responses to problems and questions. Puts unrelated ideas together in new and different ways.
- ▶ Is a high-risk taker; is adventurous and speculative. Possesses a “let’s try” approach at school, home and community.
- ▶ May be non-conforming. Accepts disorder, is not interested in details; is individualistic; does not fear being different.
- ▶ Displays a keen sense of humor.
- ▶ Demonstrates exceptional ability in written expression; creates stories, plays, etc.

Motivational Characteristics:

- ▶ Becomes absorbed and truly involved in certain self-selected tasks. (It is sometimes difficult to get him/her to move to another topic or to stop a task).
- ▶ Is independent and self-sufficient. Requires little direction from others. (May resist directions.)
- ▶ Is self-critical; not easily satisfied with own speed or products. (Sometimes is critical of others.)
- ▶ Is easily bored with routine tasks. Requires little drill to grasp concepts. (Needs to know reason for activity.)
- ▶ Is able to concentrate for a longer period of time than other children of same age.

Learning Characteristics:

- ▶ Has an advanced vocabulary for age; expresses himself/herself well. (Can put stories in his/her own words.) (Talks in conversational manner; listens and responds appropriately.)
- ▶ Is curious about many activities and places outside immediate environment and experience.

- ▶ Tries to discover the how and why of things; wants to know what makes things work; takes things apart.
- ▶ Is a keen and alert observer. Pays unusual attention to detail. Usually “sees more” or “gets more” out of a story, activity, etc. than others. (Spots details other children miss.)
- ▶ Reasons things out for self; sees logical and common answers. Recognizes relationships.

Leadership Characteristics:

- ▶ Accepts and carries responsibility well; can be counted on to do what he/she promises and usually does it well.
- ▶ Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when normal routine is changed.
- ▶ Is self-confident with children of own age as well as with adults. Frequently assumes a leadership role.
- ▶ Can express self well; has good verbal faculty and is usually well understood.
- ▶ Is cooperative; tends to avoid bickering and is generally easy to get along with.
- ▶ Tends to dominate others; generally directs the activity in which he/she is involved. (May be seen as “bossy” by other children.)
- ▶ Organizes material in a way that is meaningful.
- ▶ Expresses little fear of the unknown or of the difficulty of a task.
- ▶ Likes to organize and brings structure to things, people, and situations.
- ▶ Is able to predict from present information. Invents new ways to work with common materials.
- ▶ Volunteers new information and ideas or presents new information about cultural differences or similarities or about materials learned outside of class.

Visual and Performing Arts Characteristics:

- ▶ Think and express themselves in creative and original ways. They may challenge the tasks assigned in class.
- ▶ They are driven by ideas, imagination, and humor. May think something is funny when others do not.
- ▶ They have the ability to interpret music with accuracy and sensitivity. They show a sustained interest in music activities, often in lieu of other activities.
- ▶ They are eager to participate in classroom plays or skits.
- ▶ They can command and hold the attention of a group when speaking or performing – this may not always be at the “right” time.
- ▶ They can imitate others, the way people speak, gesture, etc.
- ▶ They can make up original plays or stories.
- ▶ They exhibit skill and creativity in individual and/or classroom art projects.
- ▶ Talent is evidenced at an early age, often through drawing or pretending.
- ▶ They become absorbed in art tasks.
- ▶ They spend free time involved in artistic work.
- ▶ They may doodle, sculpt, and/or draw cartoons while listening.
- ▶ They are interested in detail; more inventive in their artwork than peers.
- ▶ They are extremely curious and ask questions about art and artists.
- ▶ They create original artistic products.
- ▶ They may be known as an “artist” by peers.
- ▶ They have a desire to critique art works, their own and others – may not always be in kind ways.
- ▶ They enjoy exhibiting and displaying their own artwork.

Source: Adapted from characteristic listing in *Lee County Schools AIG (Academically and Gifted Education) Plan*, North Carolina – 2013 - 1016

TAG ELIGIBILITY CRITERIA

In order to participate in the TAG Services a student must qualify in at least one of the following areas and have parent permission for involvement in the Services.

The qualifying areas include:

- a) **Intellectual Ability** – means scoring in the top 5% on a statistically valid and reliable measurement tool of intellectual ability, e.g. the Leiter.



- b) **Creative/Divergent Thinking** – means scoring in the top 5% of performance on a statistically valid and reliable measurement tool of creative/divergent thinking, e.g. GES 3 (Gifted Evaluation Scales), Gifted and Talented Evaluation Scales (GATES), and Renzulli (Scales for Rating the Behavioral Characteristics of Superior Students).

- c) **Academic Aptitude/Achievement** – means scoring in the top 15% of academic performance in a total subject area score on a statistically valid and reliable measurement tool of academic achievement/aptitude, or a standardized assessment, such as a norm referenced or criterion referenced test, e.g., Mississippi Curriculum Test (MCT) and Peabody Individual Achievement Test (PIAT).



- d) **Leadership** – means the student is recognized as possessing the ability to lead, guide, or influence the actions of others as measured by objective standards that most adults of the community and school would believe demonstrates that the student possesses leadership skills. Consideration for leadership giftedness includes a review of evidence from items such as: observational checklists, gifted scales (GES 3 or GATES), portfolios of



supportive documentation, elected or appointed positions in school, community, clubs and organizations, and/or awards documenting leadership capabilities. **Note:** No school can identify more than 15% of its student population as talented and gifted through the leadership category.

- e) **Visual and Performing Arts** – means outstanding ability to excel in any imaginative art form; including, but not limited to, drawing, printing, sculpture, jewelry making, music, dance, speech, debate, or drama.

This area of giftedness is determined by a team review of items such as: gifted scales (GES 3 or GATES), supportive documentation, teacher ratings for visual arts, music and or performing arts, portfolios, and



awards from judged or juried competitions. **Note:** No school can identify more than 15% of its student population as talented and gifted through the visual and performing arts category.

Given these 5 eligibility categories for identifying students as talented and gifted opens the door for “twice exceptionality”. It is possible for students to be identified as special education students as well as talented and gifted students.

The following 12 step process outlines Choctaw Tribal Schools' TAG Services inclusive of the critical components of nomination, evaluation and Services development and implementation.

Step One: Staff development and parent training.

Step Two: Existing school-wide testing data review.

Step Three: Universal Screening of 2nd graders (by December 15th).

Step Four: Nominations/Referral (two ways these occur)

- As a result of data review and/or screening,
OR
- Parent/guardians, teachers, and students themselves may refer at any time throughout the school year and from any grade 2 – 12.

Step Five: School's TAG Team (consisting of TAG personnel, counselor and general education representative) review of referral and decisions regarding next steps.

Step Six: Parent permission is obtained to collect student TAG portfolio information.

Step Seven: Portfolio development.

Step Eight: Assessment/Evaluation.

Step Nine: Eligibility determination.

Step Ten: PEP development, implementation (including general education supports for the TAG student) and on-going progress monitoring.

Step Eleven: End of school year PEP review and updating as appropriate.

Step Twelve: Reevaluation.

Step One: Staff development and parent training

All school staff are trained by the local school TAG staff in the following areas:

- Talented and gifted student characteristics.
- Types of supports needed by TAG students within the general education environment.
- The TAG process – from nomination, evaluation to programming.
- Programming options available for TAG students at CTS.
- Staff responsibilities regarding the TAG Services.
- The development and implementation of the student’s personalized education Services (PEP).

Parents are made aware of the TAG Services with the provision of a TAG brochure, information about talented and gifted characteristics, the nomination/referral process, the various types of programming options at CTS, etc. This information is sent home to all parents and placed on Choctaw Tribal School’s website.

Step Two: Existing school-wide testing data review

The purpose of the existing data review is to locate students who may be gifted and talented. When state testing and schoolwide testing data is available, general education and local school TAG staff reviews the testing data. Based on the data collected, applicable students are referred for TAG Services consideration. Any students scoring in the top 15% of academic performance in a total subject area on schoolwide testing data will be referred for TAG consideration. A portfolio, as described in the “portfolio guidance” section of this document must also be developed.

Step Three: Universal screening of 2nd graders

All second grade teachers complete the Characteristic Instrument for Screening Students (CISS) for each of their students as the TAG Universal Screening.

The local school TAG team will consider these students on an individual basis. A portfolio, as described in the “portfolio guidance” section of this document must also be developed.

This type of data review and universal screening when conducted on a total group basis does not require parent permission. However, if completed “outside” of a universal screening, parent permission is required.

Step Four: Nominations/Referral

Nominations/referral for TAG consideration can occur in two ways.

1. Students are referred as a result of the existing school-wide testing data review and/or the universal screening of 2nd graders.

OR

2. At any time, school staff members, parents/guardians and the student (him/herself) may submit a referral for TAG Services consideration.

Referrals will be considered from any grade 2 – 12.

3. One of two nomination forms will be completed depending on the person who is nominating. The forms are:

- TAG Referral/Nomination Form (for school staff members and parents/guardians).
- Student Self-Nomination for TAG (Considered for students grade 7 – 12).



Step Five: TAG review of referral and decisions regarding next steps

The local school TAG team meets to review all referrals/nominations. Meetings regarding referral review must be documented with team member signatures. Decisions are then made regarding the type of data that should be collected and/or developed as part of the student's comprehensive TAG portfolio. The development and collection of materials for the portfolio is a collaborative process requiring efforts on the part of school staff and TAG staff. Decisions regarding needed testing/evaluations will also be made at this time. The TAG Assessment Plan form must be completed by the local school TAG team and parent permission must be obtained prior to testing.

Step Six: Parent permission to gather additional data

Prior to gathering data for a student's portfolio, the local school TAG Team must obtain parent consent. TAG portfolio information is used in the eligibility determination as well as the development of the PEP.

Step Seven: TAG portfolio development

Each student referred/nominated for TAG Services consideration must have a TAG portfolio. General guidelines for the contents of the portfolio are noted in the following chart. Developing/gathering information and products for the portfolio is a collaborative process – some being completed by the school counselor, some by general education teachers, some by local school TAG staff, some by parents/guardians, and some by the student him/herself. The local school TAG staff facilitates the process. The portfolio not only helps in the eligibility decision, it is also very helpful in assuring that the student's PEP is meaningful and individualized.

Portfolio Guidance

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TAG File
<p>Students being considered for possible nomination in the area of Academic Aptitude/Achievement based on results of school-wide achievement test data – (Reevaluation every three years)</p> <p>NOTE: Students can be nominated in this category at any time throughout their school career.</p>	<ol style="list-style-type: none"> 1. School wide achievement data indicating that the student scored in the top 15% 2. TAG Referral/Nomination Form completed by student's general education teacher 3. Parent input (optional) 4. Student input (optional) 5. Student Grades 6. 2 work samples reflecting student's strengths 7. Observation and interview summaries (optional) 8. Letter(s) of recommendation (optional) 	<ol style="list-style-type: none"> 1. Parent permission to gather additional data 2. Parent permission to conduct assessment/evaluate 3. Parent permission to participate in TAG 4. PEP & Progress Monitoring Forms 5. Reevaluation forms – when applicable

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TAG File
<p>Students being considered for possible nomination as a result of 2nd grade universal screening (Characteristic Instrument for Screening Students (CISS) Checklist)</p>	<ol style="list-style-type: none"> 1. CISS Checklist – score & summary 2. TAG Referral/Nomination Form completed by student's general education teacher 3. Parent input (optional) 4. Student input (optional) 5. Student Grades 6. Observation and interview summaries (optional) 7. 2 work samples reflecting student's strengths 8. Letter(s) of recommendation (optional) <p>NOTE: After the TAG Team's review of portfolio items, a decision will be made to pursue TAG eligibility in one or more of the qualifying areas. Additional items reflecting required portfolio content may need to be added depending on the area in which the student was nominated.</p>	<ol style="list-style-type: none"> 1. Parent permission to gather additional data/evaluate 2. Parent permission to participate in TAG 3. PEP & Progress Monitoring Forms Reevaluation forms – when applicable

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TAG File
<p>Students nominated in the area of Intellectual Ability (Reevaluation every three years)</p>	<ol style="list-style-type: none"> 1. Psychometrist report summarizing intelligence test results 2. TAG Referral/Nomination Form completed by student's general education teacher 3. Parent input (optional) 4. Student input (optional) 5. Student Grades 6. Observation and interview summaries (optional) 7. 2 work samples reflecting student's strengths 8. Letter(s) of recommendation (optional) 	<ol style="list-style-type: none"> 1. Parent permission to gather additional data 2. Parent permission to conduct assessment/evaluate 3. Parent permission to participate in TAG 4. PEP & Progress Monitoring Forms 5. Reevaluation forms – when applicable

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TAG File
<p>Students nominated in the area of Creativity (Reevaluation every three years)</p>	<ol style="list-style-type: none"> 1. Results from a creativity evaluation, e.g. GES 3 or GATES, 2. TAG Referral/Nomination Form completed by student's general education teacher 3. Creative ability checklist completed by student's general education teacher 4. Parent input (optional) 5. Student input (optional) 6. Student Grades 7. Observation and interview summaries (optional) 8. 2 work samples reflecting student's strengths 9. Letters of recommendation (optional) 	<ol style="list-style-type: none"> 1. Parent permission to gather additional data 2. Parent permission to conduct assessment/evaluate 3. Parent permission to participate in TAG 4. PEP & Progress Monitoring Forms 5. Reevaluation forms – when applicable

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TAG File
<p>Students nominated in the area of Leadership (Reevaluation every year)</p>	<ol style="list-style-type: none"> 1. Leadership Observation Checklist 2. Results from testing, e.g. GES 3 or GATES (optional) 3. Parent input (optional) 4. Student Grades 5. Observation and interview summaries (optional) 6. 2 artifacts reflecting student's leadership strength, e.g, lists of positions held, awards related reflecting leadership 7. Letter(s) of recommendation (optional) 	<ol style="list-style-type: none"> 1. Parent permission to gather additional data 2. Parent permission to conduct assessment/evaluate 3. Parent permission to participate in TAG 4. PEP & Progress Monitoring Forms 5. Reevaluation forms – when applicable

Nomination Types and Times	Components of Portfolio	Components of Student's Confidential TAG File
<p>Students nominated in the area of Visual and Performing Arts (Reevaluation every year)</p>	<ol style="list-style-type: none"> 1. Music, Visual Arts, and/or Performing Arts Rating Scales – results and summary 2. Results from testing, e.g. GES 3 or GATES (optional) 3. Parent input (optional) 4. Student input (optional) 5. Student Grades 6. Observation and interview summaries (optional) 7. Visual Arts - Artifacts demonstrating high interest, high product quality, original ideas 8. Performing Arts– 5 – 10 minute tapes of performances 9. Listings of awards and/or positive reviews of performances or artwork 10. Letter(s) of recommendation (optional) 	<ol style="list-style-type: none"> 1. Parent permission to gather additional data 2. Parent permission to conduct assessment/evaluate 3. Parent permission to participate in TAG 4. PEP & Progress Monitoring Forms 5. Reevaluation forms – when applicable

Step Eight: Assessment/Evaluation

TAG staff review all nominations and portfolio contents. This review of portfolios by the District TAG staff is considered a component of the assessment for which parent permission must be obtained.

When is testing/evaluation required?

- If the student is nominated in the area of intellectual ability, or creative/divergent thinking, additional testing/evaluation is required.
- If nominated in any of the other areas (academic aptitude/achievement, leadership and/or visual and performing arts), additional testing/evaluation may be needed.

The decision regarding additional testing/evaluation is made on an individual basis by the District TAG staff. The TAG Assessment Plan is developed by the District TAG staff and parent permission obtained.

Step Nine: Eligibility determination

The District TAG Eligibility Determination team is made up of at least 3 of the following.

- The nominator.
- Classroom teacher (required).
- Professional who conducted formal testing/evaluation (if one was completed).
- TAG teacher.
- Local experts as applicable (especially if being considered in the area of leadership, and/or visual and performing arts).
- Principal.
- Counselor.
- Parent/guardian.



Step Ten: PEP development, implementation (including general education supports for the TAG student) and on-going progress monitoring

The TAG team develops the PEP, which includes the following components:



1. Student name and birthdate.
2. Student's current grade and teacher(s).
3. Student's school.
4. Student's address and parents/guardian's name & contact information.
5. The date of TAG placement.
6. The date of when services will begin.
7. The area of TAG eligibility.
8. Measurable annual goals and objectives.
9. How progress will be monitored.
10. A statement regarding whether behavior or social/emotional concerns impact the student's progress in the regular school program or TAG Services. If there is a possible impact, there **must** be an identified and noted plan to meet these needs, e.g., counseling, behavior plan, contracting, etc.
11. Interventions for the regular education setting.
12. The date by which a reevaluation must be conducted.

Students who are eligible for TAG services must have parent permission to participate and must have a personal education plan (PEP) based on their identified talents and gifts.

Development and implementation of the PEP and on-going progress monitoring

PEP development and implementation requires collaboration among general education and TAG staff. All staff should be working toward enhancing and

improving the student's particular areas of giftedness. TAG students will also benefit from supports provided in the general education classroom – such as allowing the student to progress at a faster pace, compacting the curriculum in certain subject areas, varied grouping, etc.

If grades or school behavior are areas of concern, these issues should be discussed and goals, objectives and/or interventions made a part of the PEP pertaining to these particular needs.

In the event a student has difficulty keeping up with the regular classroom work, a conference will be held with the parent(s), classroom teacher(s), teacher of the gifted, and the student to discuss the problem and to determine an appropriate course of action. The conference and plan of action will be documented and follow-up conferences will be held as needed.

TAG staff must provide parents/guardians with periodic updates regarding the student's progress related to the goals and objectives in the PEP. These progress updates should be sent home at the same time and intervals as general education report cards.

Step Eleven: End of the year PEP review and updating as necessary

The Local School TAG staff must meet with the general education staff to review and update, as appropriate, all TAG student personal education plans. It is critical to review with the student's teacher for the upcoming year, the interventions and suggested strategies for supporting the student in the general education setting. If goals and objectives have been met or are no longer appropriate, the PEP should be updated with new goals and objectives noted.

Step Twelve: Reevaluation

Reevaluation must occur on a yearly basis for students eligible in leadership or visual and performing arts. This requires the development and review of a portfolio followed by data review, and eligibility determination. Reevaluation is required at least every three years for students eligible in the area of intellectual, academic performance, and creativity.

When conducting a reevaluation, the local school TAG reevaluation team must consist of, at a minimum, the TAG teacher, general education teacher(s), psychometrist, parent/guardian, and if appropriate, the student. Others, such as the school counselor, special educator, artist, musician and tribal member, might also be a member of the reevaluation team. Decisions regarding team membership should be made on an individual basis.

Since participation in TAG Services is an entitlement under law, the student should remain in TAG Services as long as they are being successful. **Grades and/or success in the regular classroom should not be considered as a reason for removal from TAG Services.**

If the local school TAG Team recommends that a student be dismissed from TAG services, the student's parents must be notified and given an opportunity to discuss the decision before the student is removed.

Exiting Procedures

The student's PEP team must exit the student from TAG Services in the following situations:

- The student has received all of the available services that can meet his/her needs.
- The student no longer meets the TAG Services eligibility criteria.
- The parent or guardian removes the student from TAG.

Other Responsibilities and Requirements of the Choctaw Tribal School's TAG Services

- Provide the type and duration of services identified in each student's TAG PEP (personal education plan).
- Provide individualized services based on each student's identified areas of talents and gifts.
- Develop and implement individualized plans reflecting higher order thinking skills as well as the common core standards.
- Conduct an annual progress review and update the PEP based on all progress monitoring data.
- Maintain individual student files and provide documentation of eligibility criteria, referral data, parent consent, services provided and other appropriate information.
- Maintain confidentiality of student records under the Family Educational Rights and Privacy Act (FERPA).
- Conduct required and appropriate reevaluations.
- Compile all data requested from the Bureau of Indian Education (BIE) related to compliance and ISEP funding for TAG Services.

Choctaw Tribal Schools – TAG Services and Service Options

The following chart provides a listing of TAG services and opportunities at the various levels of the school: elementary, middle and high school.

School Level	TAG Services and Opportunities
Elementary School	<p>Students, who qualify as intellectually, academically, creatively talented, or have exceptional talents in the area of leadership and/or visual and performing arts have the option of being part of the TAG Services. The Services may consist of one or more of the following:</p> <ul style="list-style-type: none"> • A separate class for a portion of the day or week • Differentiation within the general education setting • Interventions within the general classroom • Participation in the science fair, robotics competition, the BETA Club and the spelling bee • Subject or grade acceleration • Mentorships (specific to area of giftedness) • Advanced placement in grade or subject area • Academic competitions/clubs • Counseling
Middle School	<p>Students, who qualify as intellectually, academically, creatively talented, or have exceptional talents in the area of leadership and/or visual and performing arts have the option of being part of the TAG Services. This Services may consist of one or more of the following:</p> <ul style="list-style-type: none"> • An advanced English and reading class. • Differentiation within the general education setting • Interventions within the general classroom

School Level	TAG Services and Opportunities
	<ul style="list-style-type: none"> • Participation in the science fair, robotics competition, the BETA Club and the spelling bee • Subject or grade acceleration • Mentorships (specific to area of giftedness) • Advanced placement in grade or subject area. • Other academic competitions/clubs. • Counseling.
High School	<p>Students, who qualify as intellectually, academically, creatively talented, or have exceptional talents in the area of leadership and/or visual and performing arts have the option of being part of the TAG Services. The Services may consist of one or more of the following:</p> <ul style="list-style-type: none"> • Enrollment in Humanities I and II • Differentiation within the general education setting • Interventions within the general classroom • Robotics • Team Solar Car • Subject or grade acceleration • Mentorships (specific to area of giftedness) • Advanced placement in grade or subject area • Academic competitions/clubs • Post-Secondary classes • College visitations, SAT and ACT preparation, college preparation • Personal-social skill development • Counseling (career and individual) <p>High School TAG students enroll in Humanities 1 and 2. These students attend class one period each day. The</p>

School Level	TAG Services and Opportunities
	class researches current events and explores career options. The students may also participate in BETA Club, Solar Car Team, and other school clubs and events.
All Levels	All TAG students are given opportunities to take field trips, take part in writing contests, drama, cultural activities, and other varied activities that are not typically offered to regular classroom students. These activities are designed to further challenge the students, enrich their educational experiences, and develop respect for Choctaw culture, language and traditions.