

Alak's Community School Expectations Agreement 2024-2025

Community Engagement: Our goal is to work together with the School, Local and Regional entities to ensure that we actively communicate and engage with one another's ideas that can bring us all together, (*family game nights, Eskimo dancing, Church Youth Groups, Early Learning Program, Lock-Ins, etc.*). The school should be the center of the community and we encourage every person who walks into the building to create a positive and welcoming environment. We also need to be sure to teach important life skills, (*cultural activities/sewing, working together with groups of people, writing in cursive, public speaking, etc.*). It's our job as a Community to build the foundation for our student's success, by actively getting involved!

Social & Emotional Wellbeing: As a community, we must understand that we all suffer personal hardships, grief, and loss. Our mission is to learn healthy ways to cope with difficult life situations. Alak School should be a place where students feel safe, heard, and supported. Communication between families/teachers is significant if student(s) feel that they may need further guidance or 1 on 1 time. We also need to consider bringing back Peer Leadership (*Student Council, Jr. Achievement, etc.*) to gain confidence in themselves to become future leaders.

Attendance Expectations and Incentives: Attendance is necessary if we expect our students to be successful in school. Children should be in school every day unless they are sick. This expectation needs to be set by families and enforced. They are the ones in charge of the children and they are the only ones with the authority to enforce this expectation.

Students should be on time, be prepared, and be respectful. To the

extent possible, the school can provide monthly, quarterly, and semester incentives. Drawings for prizes should be a part of the incentives.

Classroom incentives should be implemented as well. Incentives could include such things as extra after school gym, Husky Bucks for student store, ice cream/pizza party. If possible it would be good to bring back the good attendance/attitude lounge, with phone usage. Additional incentives could be a movie on Fridays, more cell phone usage as an incentive in the classroom, and drawings for things like cell phones and iPad minis (GPA prize).

Tumitchiat Sivunmu1 (TS) Plans: Children should learn essential skills for job transition and post-secondary education. Community members should be invited to speak with students about careers/jobs and what's expected. They should be able to provide guidance on life skills that are necessary for not just after high school, but in general. Encouraging and assisting to ensure the children are on track to graduate with the education and skills that can be used post-graduation.

Cell phone policy: We recognize that cellphones are a part of everyday life, and they have a valid purpose, but they can also be a distraction in class. Unless a teacher has specifically asked students to take out their phones for an educational purpose, or has provided a limited amount of free time with phones, they should be kept out of sight – a locker, a pocket or a designated storage area in the classroom. Staff can ask students to turn over a phone if they have it out when it's supposed to be out of sight. Students that refuse to give a phone to a staff member when asked will face disciplinary consequences from the office.

Classroom behaviors and expectations: To improve student-staff communication and behavior, we need to establish a respectful relationship with one another. Maintain positive attitudes while in school and out of school.

Encourage children in and out of school to behave. Everyone should understand that behavior expectations apply at home, work, and public places. If behavior escalates, involve parents/guardians to address the situation at hand and ensure that disruption to the remainder of the class/school is handled.

Bullying and consequences: Ensure parents know about consequences and steps taken. Follow through with what's in the policy. We support zero tolerance; we want this to be a safe place for all students. No matter the situation at home, this needs to be a place for students to feel safe. Encourage students to ask the bully to stop. If you see something, say something. That should be shared with the student. There are students that probably know it's going on. They need to have a relationship to safely tell someone. When we were kids, we all had someone to go to. Parents sometimes play the blame game with each other about their children and bullying. That's not good role modeling for students. We need to make sure the bully knows we aren't going to let it go the first time. Make sure the student is okay and to know that you're always there for them. Some may think of harming themselves from being bullied. One day a week, talk about bullying and the consequences of their actions.

Fighting and consequences: Zero tolerance, ensure that parents know the policy and potential consequences. It has sometimes been left to fester until it explodes. Make sure both parties know what will happen and that discipline is progressive. One day out of the week, talk to students about fighting and the consequences.

Kaktovik Community School Agreement:

Community Beliefs and Expectations:

We, the Kaktovik Rams, share the following beliefs...

1. We believe in raising our kids to know and to embrace Inupiaq values.
2. We believe that all students should take great pride in their school. We are the Rams of the Harold Kaveolook School in Kaktovik, Alaska!
3. We believe that students should be reminded every day of the work their Elders accomplished in order to establish a community school. Today's students, their families, and their community are the living beneficiaries of the hard work of their Elders.
4. We believe that photos of our past Whaling Captains and other historical photos of Elders should be visible in our school.
5. We believe that Inupiaq Elders, and future Elders, should feel welcome and honored at school.
6. We believe that our students will continue to rise to high expectations.
7. We believe that the President of our Student Council should become a member of The Harold Kaveolook School Advisory Council.
8. We believe it is important for middle and high school students to have their own traditional locker space. Having their own space will help students solve some of the challenges they currently face within the classroom.
9. We believe that, as parents and guardians, we should be notified as soon as our kid(s) begin to have any behavioral concerns. Similarly, we also appreciate "Good News" calls.
10. We believe our students need to focus on academic achievement during the school day and put their cell phones away. Our elementary students will put their cell phones in their cubbies for the entire school day. Our middle school and high school students will put their cell phones in the teacher's cell phone pockets for the school day, except for lunch time or teacher directed assignment.
11. We believe that students should always have access to water while they are in the classroom. Juice, Gatorade, and flavored water, while not recommended as healthy alternatives to water, may be allowed in the classroom. If students bring other drinks from home they must be kept in the student's locker or cubbies. No soda is allowed in class.
12. We believe that food should not be allowed in the classroom, other than for snack programs approved by the principal working collaboratively with the local food service manager. (Younger grades, special events, health concerns etc.) Otherwise, snacks should be kept in the students' lockers. Students don't learn well when they're hungry. If a student is hungry in class, the teacher, the principal, the food service manager, and the parent will work to solve the problem.
13. We believe that students who are struggling academically should receive after school tutoring. In most cases, middle and high school students should be tutored by middle and high school teachers. Elementary students should be tutored by Elementary teachers. Tutoring is not a time for enrichment activities or for Study Hall.

14. We believe that our students must have access to PE and to other related classes designed to improve physical fitness.
15. We believe that extra-curricular activities can have a profound effect on the lives of students. Students who are working hard maintaining a 2.0 GPA and 80% attendance rate, and meeting AHSAA eligibility requirements, should be allowed to travel and/or participate in extracurricular activities
16. We believe that students should be in class from the start until the end of each class period. Students should always have access to the restroom and to our water fountains.
17. We believe that students should be recognized for responsible behavior. This may include being able to earn a class party or some other positive activity.
18. We believe that students will learn many important lessons by reading to or with another student. We believe that a Buddy Reading Program is important.
19. We believe it is important for students to know what is expected of them. Middle and high school students should be required to read and sign a contract indicating that they have been informed of, and that they understand, these expectations.
20. We, the members of our School Advisory Council, want to be informed of, and to learn about, new initiatives the school is considering for implementation. This includes strategies to help students who are struggling with behavioral concerns.
21. We believe students should not sleep in class or lay on the floor in any classrooms in our school. If students are falling asleep, a school staff member will call the parent to come and check on the student and/or take them home.
22. We believe students should not wear hoods or sunglasses in class or at school during the school day.
23. We believe students should not blurt out, scream, make loud noises, or interrupt teacher instruction in the classroom or the school. Our students will raise their hands and ask for help.

We love our kids and we want them to be well prepared to live a happy and successful life. This is our greatest desire.

Kali Community School Expectations

As the people of Kali, we respect our heritage, our community, and ourselves by acting in a cooperative and responsible manner.

ATTENDANCE

- Students are expected to attend classes regularly, from beginning to the end of class, and be an active participant in the learning process.
- We believe students should attend school 90% of the time.
- Students and parents are expected to complete and submit the pre-acknowledgement form before going on a planned trip.

Community Engagement

- All staff are encouraged to welcome and greet community members who walk into the building.
- Bring back family engagement nights (literacy night, cultural dancing and sewing, hands-on activities, movie nights, etc)
- Follow values. Avoid conflict.
- Use positive language and manners.
- Treat others how you want to be treated.
- Respect Elders.

Cell Phones/Electronic Devices

- The district's technology use agreement form is expected to be followed.
- Parents/Guardians are notified by the classroom teacher about cell phone/electronics usage that interferes with learning.
- Students follow board policy, Student Possession & Use of Portable Electronic Devices, BP 5138 (a, b, and c) and the Student/Parent Handbook FY2023-28 page 73.
 - K-6, keep cell phones home
 - 7th-12th grade students may use their phones before and after school, between classes, and at lunch
 - Teachers will have a cell phone bin in each classroom for grades 7-12.
 - Essentially, no cell phones during class time without teacher permission
- Laptops are for educational purposes and are to be used **only** with teacher permission for assigned school work. Students should not be playing games, downloading music, watching YouTube videos, using social media, or using electronics for other non-classroom related activities during class time.

Bullying, Harassment, and Cyber Bullying

- All students, parents, and staff expect and deserve to feel safe at school at all times.
- All parties involved are to be notified immediately and asked to provide support in solving the problem positively.
- All NSBSD staff bystanders witnessing the behavior will intervene and assist in stopping the behavior.
- Restorative processes will be used by the counselor and other staff to reconcile the differences and to give students an opportunity to help solve the issues and learn conflict resolution skills.
- Students and staff are expected to follow board policy BP 5131.43 (a, b, c, and d), 5145.5, and 5145.7, as well as the Student/Parent Handbook FY 2023-28, pg 74-75.
- Students are not to be using social media during class time.

Classroom Behavior Expectations

- It is expected that students attend class from the beginning to the end and be actively engaged in the learning activities planned by the teacher or presenter.
- Teachers will monitor students in and out of the classroom.
- Students, staff, and community members will protect instructional time.
- QUIET in the halls. Be respectful of other classrooms in session.
- Students are to be in their assigned classroom, except with written permission from the assigned instructor.
- It is expected that students, parents, and staff strive to build positive, professional relationships through respect, cultural awareness, and respectful behaviors.
- Students should be praised, celebrated, and acknowledged when exhibiting positive behaviors. Positive reinforcement will be used.
- Parents/Guardians will be notified about negative behaviors that interfere with learning (including sleeping in class) or are not safe. *Parents/Guardians will provide updated contact information to the school.
- Every student and staff will follow clear expectations:
 - Be polite and respectful
 - Follow directions
 - Be on task, complete assigned work, and participate in learning positively
 - Be on time and present

Meade River School FY25
Community and School Expectation Agreement

- ***Community engagement:*** We are about learning and high expectations! All staff are encouraged to be engaged with every person who walks into the building to create a more welcoming environment. We model how we want our students to perform by show courtesy at all times and invite conversation.
- ***Attendance:*** Attendance is the most critical factor for student development! Our SAC encourages 90% attendance from every student and employee.
- ***Classrooms on the Nuna:*** We believe that learning happens best on country. Expand the fall Classrooms on the Nuna to ice fishing and nigliq hunting. Build lesson plans that demonstrate the connection between each event and literacy or numeracy development.
- ***Cell phone policy:*** Student expectation is to follow the board policy, Student Possession & Use of Portable Electronic Devices, BP 5138 (a, b, and c) and Student/Parent Handbook FY2023-28 pg. 73 Including Cellular Phones. K-6 keep your cell phones home. Appropriate use is before, after school, between classes, and lunch for grades 7-12. Adults MUST model behavior.
- ***Classroom behaviors and expectations:*** Teachers will have clear and consistent routines and expectations. Students' positive behaviors will be defined across the school and will be recognized using LiveSchool points, Eagle of the Week, etc. Students should be awake, alert, and in class every minute of every school day.
- ***Bullying, Fighting, Violent behavior and consequences:*** We acknowledge that like literacy, positive school behaviors can be trained. We created and have installed the TAVRA 2.0 tolerance program. All instances of bullying, fighting, and violent behaviors will be addressed per the NSBSD Student/Parent Handbook. We ask all to be mindful - aggression often starts with teasing and/or loud, dysregulated environments.
- ***Tumitchiat Sivunmun:*** Students in grades 7-12 will complete their TS Plan with their teacher and parent, and the plan will reflect each learner's strengths, interests, and areas of growth. We will continue to provide learning opportunities in the areas of career and technical education.

Notes:

Approved by the Meade River School SAC on September 5, 2023.

Updated for SY25 on December 3, 2024.

Nunamiut School
Community School Expectation Agreement—CSEA (2025)

We are a community school, and we operate with strong input from the community of Anaktuvuk Pass, Alaska. Together we have created this Community School Expectation Agreement (CSEA). Parents, guardians, students, School Advisory Council members, and school staff were invited and involved in creating this document.

Discussion & Desired Outcome:

We seek to identify, clarify, and publish common behavioral expectations for our students, and for ourselves. School staff support each other in holding students, and staff accountable to a set of behavioral expectations for the common good of the school.

The following represents the school culture we want to build.

1. Engagement: *with the parents, students, and Anaktuvuk Pass community. We are about listening, learning, and high expectations.*

- Invite elders and parents into the building to read, help, observe, teach.
- Find a way to get elders, parents, and the community in for lunch, and events to show them how to become involved.
- Schedule events like spring picnic, open-house, and town hall dinners to showcase student work, and provide opportunities for public input. Provide food/prizes.
- S-terms provide different skills; i.e. knot tying, survival, sewing, camping, first aid, fire starting, and cultural activities.
- Post monthly newsletter paper, and electronically on FB.

2. Attendance expectations and incentives: *Attendance is the most critical factor for student development. The district has set a target of 90% attendance for each student. Our SAC agrees and supports this initiative.*

- Recognize students every week for 80% attendance and above.
- Plan special events for students with excellent attendance—examples: pizza parties, ice cream, and dance nights.
- Coordinate and discuss with the student council incentives for attendance.
- Positive calls home to parents when students get 85% and above.
- Calls home to parents consistently when students are absent from the Home School Coordinator.

3. Cell phone/audio device policy: *Critical for our students' success.*

- Nunamiut School is a cell phone free zone.
- Students will turn in cell phones upon exiting the gym after morning assembly.
- Earbuds, headphones should not be in class, unless with permission for a special purpose (Ex: taking a test, or quietly watching an educational video).
- Computers can be used for educational purposes only.

4. Social and emotional wellbeing: *We strive to teach our students skills needed to cope with challenges in a constructive way.*

- Coordinate and invite counseling services such as TCC, NSBBH, and ASNA social services for one-on-ones, and training.
- Teachers and the counselor will teach the second step curriculum, or similar content regularly.
- We will teach skills such as self-reflection, breathing, and resilience strategies.
- We will invite visits from tribal, and other non-profit, agencies (as approved) to provide our students success stories, role models, and positive life choices.
- We encourage the building of healthy relationships between older, and younger students, and healthy relationships between staff and students.

5. Individualized plans for each student: Tumitchiat Sivunmun (TS)

The TS plan should reflect the strengths, interests, and areas of growth for each child.

- All students shall have a plan in a personal file that is updated regularly with survey data, and personal interests.
- Students should be surveyed at minimum, at the beginning of the year.
- Students should be circled back to and provided opportunities to explore their interests in class, and with the counselor.
- The student council and staff will make suggestions and opportunities for the student body to explore career options.
- Volunteers will be invited to share life experiences as positive role model.

6. Classroom behaviors and expectations: *Consistent for all.*

- Food/Drink - students may have water in class (preferably a water bottle) and food during scheduled times only.
- Sleeping in class - students should be alert in class. Students that are too sleepy to be alert, should be sent out of the classroom to a designated area. (Calls will be made to home for repeated sleeping in school).
- Respect - everyone should respect everyone, so we feel safe to learn.
- Following directions - students should follow directions the first time given.
- Teachers will have clear and consistent routines and expectations.
- Proper Language - students and staff should always use proper language.
- Responsibility - students should come to class prepared, on time, and ready to learn. Students remain in class, unless expressly permitted, one at a time.
- Safety—staff and students should walk in the halls between rooms and classes.

7. Bullying and consequences: *everyone must feel safe to learn and grow.*

- Bullying is never tolerated. Students and staff must report bullying or suspected bullying to a teacher, and the principal immediately.
- We proactively teach students how to behave, respect each other, and how to act in different locations in school. (Example: lunch line)
- We teach the difference between one time teasing and bullying.
- Bullying will result in talks to the students involved, a written record, and calls home to parents, at minimum.
- Involvement in repeated bullying will require follow up on the school wide behavior matrix, with a written record, and a behavior contract.

8. Fighting, Violence, consequences: *every person must be safe in school.*

- We are safe in school and have zero tolerance for fighting or violent behavior. This includes threats of violence.
- Fighting, violent behavior (and threats of violence) will result in a minimum of a one-day suspension, and a phone call home. A re-entry meeting with the student and parent/guardian required before returning to school.
- All violence and fighting must be immediately reported ASAP to the office/principal, or admin designated in charge.
- All incidents will be logged on appropriate incident reports, and PowerSchool.

9. Incentives: *We provide positive encouragement and rewards for the behavior that we want to see more of.*

- Rewards and incentives may include but are not limited to: movie nights, field trips, sledding, PBIS points, and trips to the school store.
- Roller derby, dances, game nights, video gaming may be planned.
- We will have two or more PBIS auctions per year.
- Student of the month will be honored after staff recommendations.
- Student awards for behavior, attendance, and academics will be given at the end of each semester in award ceremonies. Teachers will give class awards.

10. General Consequences for misbehavior: *These are possible consequences as examples, but not limited to.*

1. Restorative practices (ex: a letter of apology).
2. Communications with parents/calls home.
3. Lunch detention - served with the counselor or principal.
4. After-school detention - if a student serves detention, then no gym list will be served.
5. Gym list - if a student skips detention, or is absent, or has 3 tardies in a day.
6. Counseling with students and student write up of their behavior for reflection.

This is not an exhaustive list: see behavior matrix for more specifics and guidelines.

As much as possible we seek to be proactive, by building healthy relationships, being role models, and counseling our students to make better choices.

TIKIGAQ SCHOOL CSEA

Community and School Expectation Agreement

We are committed to having a community partnership and working with our partners to address the needs of our students. We invite a collaborative process and community engagement at all stages of the school process.

The following represents the school culture we want to build.

1. Community Engagement: *with the parents, students, and the community we extend an invitation for a collaborative school where the community as a whole has interaction and input into the schools daily functions.*

- Invite elders and parents into the building to read, help, observe, teach.
- Invite elders to free lunch when eating with students.
- Hold events at the school that are inviting community members and allowing community members input.
- We will improve communications for events and activities, ensuring as many people know about the events as possible.

2. Attendance expectations and incentives: *Attendance is critical for student education. The district has set a target of 90% attendance for each student.*

- Recognize students every week for 100% attendance.
- Recognize students every month and quarter for 90% attendance or above.
- Plan special events for students with excellent attendance—examples: pizza parties, ice cream, and movies.
- Positive calls home to parents when students get 85% and above.
- Calls home to parents consistently when students are absent from the Home School Coordinator.



3. Cell phone/audio device policy: *Critical for our students' success.*

- Students will turn in cell phones at the beginning of the class.
- Phones may be used only with permission as a tool for an assignment (ex: as a calculator) or;
- Earbuds, headphones should not be used in class, except with permission for a special purpose (Ex: taking a test, or quietly watching an educational video).
- Computers can be used for educational purposes only.

4. Social and emotional wellbeing: *We strive to teach our students the skills needed to cope with challenges in a constructive way. However, the School District is not a health provider and is not funded to provide health service. What we can do:*

- Coordinate and invite outside counseling services through a "Memorandum of Agreement - MOA).
- The school counselor will teach the second step curriculum, or similar content regularly.
- We will invite visits from tribal, and other non-profit, agencies (as approved) to provide our students with success stories, role models, and positive life choices.

5. Individualized plans for each student: Tumitchiat Sivunmun (TS) *The TS plan should reflect the strengths, interests, and areas of growth for each child.*

- All middle and highschool students will have a plan developed with the counselor which will be revisited and updated regularly with survey data, test, transcript data and personal interests.
- Students will be provided opportunities to explore their interests in class, and with the counselor.
- The student council and staff will make suggestions and opportunities for the student body to explore career options.



6. Classroom behaviors and expectations: *Consistent for all.*

- Students may have water in class (preferably a water bottle) and food during scheduled times only.
- Students should be alert in class. Students that are too sleepy to be alert should be sent out of the classroom to a designated area. (Calls will be made to home for repeated sleeping in school and students may be sent home).
- Everyone should respect everyone, so we feel safe to learn.
- Students should follow directions the first time given.
- Teachers will have clear and consistent routines and expectations.
- Students and staff should always use proper language. Inappropriate language will be addressed through the proper handbook.
- Students should come to class prepared, on time, and ready to learn. Students remain in class, unless expressly permitted, one at a time.
- Staff and students should walk in the halls between rooms and classes.

7. Bullying and consequences: *everyone must feel safe to learn and grow.*

- Bullying is never tolerated. Students and staff must report bullying or suspected bullying to a teacher, and the principal immediately.
- We proactively teach students how to behave, respect each other, and how to act in different locations in school. (Example: lunch line)
- We teach the difference between teasing and bullying.
- Bullying will result in talks to the students involved, a written record, and calls home to parents, at minimum.
- Involvement in repeated bullying will require follow up on the school wide behavior matrix, with a written record, and a possible behavior contract.

8. Fighting, Violence, consequences: *every person must be safe in school.*

- We are safe in school and have zero tolerance for fighting or violent behavior. This includes threats of violence.
- Fighting, violent behavior (and threats of violence) will result in a suspension out of school and the level of violence will determine how many days the suspension will be, and a phone call home.
- All violence and fighting must be immediately reported to the office/principal, or admin designated in charge.
- All incidents will be logged on appropriate incident reports, and PowerSchool.



9. Incentives: *We provide positive encouragement and rewards for the behavior that we want to see more of.*

- Rewards and incentives may include but are not limited to: Prizes and drawings, Movies, etc.
- movie nights, field trips, sledding, and trips to the school store.
- Dances, game nights, video gaming may be planned.
- Students of the week will be recognized every two weeks and prizes drawn to honor after a staff vote.
- Student awards and drawings for behavior, attendance, and academics will be given at the end of each semester.

10. General Consequences for misbehavior: *These are possible consequences as examples but not limited to.*

- Gym list - if student is absent, is tardy back from lunch, or has 2 tardies in a day.
- After-school detention - a student is given two chances to serve the afterschool detention, if it does not serve the detention, the student will be suspended home for one day.
- Communications with parents/calls home.
- Counseling with students and writing a behavior reflection
- Teacher decided detention - served with the teacher.
- This is not an exhaustive list: see behavior matrix for more specifics and guidelines.
- As much as possible we seek to be proactive, by building healthy relationships, being role models, and counseling our students to make better choices.





Trapper School Community and School Expectation Agreement SY 24-25

- **Community Engagement:** Trapper staff and students will engage the community whenever possible. We as the SAC committee will always work together and agree on what is best for our students first.
- **Attendance Expectations and Incentives:** Attendance is the most critical factor for student development! In order to see improvement, students must be in school. The District target is 90% attendance. Parents and teachers will work together to increase attendance. Parents will call in by 10:00 am to excuse their children. Students who play sports that arrive after 10:00 am will not be able to practice or travel. Students who leave for lunch and do not return on time will get a warning. If it continues, students will be restricted for one week. Continuous will result in parent contact and possible privilege removed. Trapper staff will provide incentives for students with high attendance rates.
- **Social and Emotional Wellbeing:** We will not speak negatively to anyone. Example: instead of saying STOP RUNNING we will state WALK PLEASE. Principal and SAC are working on creating a positive quote hangout area for students; Invite Elders and parents to come in to eat lunch with younger students and sit in some of the classes to share cultural history. Staff try to meet students where they are and not downgrade where they are not. Learn names of all students. Our Counselor will maintain contact with sponsors to advocate for student training and OJT.
- **Cell Phone Policy:** No cell phones during class instruction. Students will receive a warning to put their cell phone away. If the student does not put the phone away, the phone will be taken up by administration until the end of the day. If the cell phone problem continues the cell phone will have to be left at home. Students refusing will be sent home for the day. Teachers should limit their cell phone usage as well during class time.
- **Classroom Behaviors and Expectations:** No sleeping in the classroom. No skipping class or entering another classroom without permission. Sleeping in class and lying on the floor is a teacher's behavior that should be handled by the teacher. Teacher will contact the parent and log entry in Powerschool for record keeping purposes. Teachers will limit the number of times students are out of the classroom. Profanity will not be allowed by staff or students.
- **Bullying, Fighting, Violent Behaviors:** Be mindful of using the term "bullying". There are some students who are mean, annoying or irritating. However, the definition of bullying may not apply. The official definition of bullying is "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological." Our main objective is to model and teach our students how to handle conflict without the use of hands, verbally or social media.

SAC agreed on meeting with the community on _____

Utqiagvik Community School Expectation Agreement

CSEA (2024 - 2025)

We are a band of four schools, representing the community of Utqiagvik, and we operate with strong input from the community of Barrow, Alaska. Together we have created this Community School Expectation Agreement (CSEA). Parents, guardians, students, School Advisory Council members, and school staff were invited and involved in creating this document.

Discussion & Desired Outcome:

We seek to identify, clarify, and publish common behavioral expectations for our students and ourselves. School staff support each other in holding students, and staff remain accountable to a set of behavioral expectations for the common good of the school.

The following represents the school culture we want to build:

1. Engagement: *with the parents, students, and Utqiagvik community. We value listening, learning, and high expectations.*

- Invite elders, parents, and guardians into the building to help, read, observe, and teach.
- Welcome elders, parents, guardians, and the community for lunch, and host events during the school day to encourage their involvement.
- Host events like open-house and community dinners to showcase student work, and provide opportunities for public input.
- Provide learning opportunities through S-terms to support skill development (i.e., knot tying, survival, sewing, camping, first aid, fire starting, and cultural activities).
- Create a monthly newsletter (paper and electronic forms).

2. Attendance expectations and incentives: *Attendance is the most critical factor for student development. The district has set a target of 90% attendance for each student. Our SAC agrees and supports this initiative.*

- Recognize students every week for 80% attendance and above.
- Plan special events for students with excellent attendance (i.e., pizza parties, ice cream socials and dance nights).
- Consult the student council for attendance incentive ideas.
- Call parents or guardians to celebrate when students get 85% attendance or higher.
- Contact homes consistently when students are absent (Home School Facilitator).

3. Cell phone/electronic device policy: *Critical for our students' success.*

- Follow the board policy, BP 5138 (a, b, and c), **Student Possession & Use of Portable Electronic Devices**, and Student/Parent Handbook FY2023-28 pg. 73 **Including Cellular Phones**.
- Provide alternative ways for parents, guardians, and students to keep in touch during emergencies.
- Recognize and reward students for appropriate cell phone use (i.e., during breaks), by permitting cell phone usage for students who have completed their work.
- Notify parents and guardians about inappropriate cell phone use that interferes with learning.
- Establish parameters for permitted cell phone, earbuds, headphones, etc., in the classroom (i.e., use phone as a calculator, use earbuds for taking a test or to view an educational video).
- Adhere to the SY24-25 **Student Technology Acceptable Use Agreement**.

4. Social and emotional wellbeing: *We strive to teach our students skills needed to cope with challenges in a constructive way.*

- Coordinate and invite counseling services such as NSBBH, and ASNA social services for one-to-one student support.
- Teach the Second Step curriculum or similar content regularly (school counselor and/or the classroom teacher).
- Model and teach skills such as self-reflection, breathing, and resilience strategies.
- Invite tribal and other approved non-profit agencies to foster resilience by sharing success stories, identifying role models, and encouraging positive life choices.
- Encourage healthy relationships from student to student, student to adults, and adults to students.
- Build and maintain a positive, safe environment for students to learn, with zero tolerance for bullying and fighting, where students and staff also respect each other's personal space.
- Train NSBSD staff regarding Trauma Informed Schools, PBIS (Positive Behavior Intervention Supports), Second Step and how to access professional mental health supports and resources for students.

5. Individualized plans for each student: Tumitchiat Sivunmun (TS) *The TS plan should reflect the strengths, interests, and areas of growth for each child.*

- Develop a personal learning plan that is updated regularly with survey data and personal interests.
- Survey students at the beginning of the year (at minimum).
- Provide the students continuous opportunities to explore their interests in class and with the school counselor.
- Assist students in recognizing their strengths, interests, and areas of growth promote success in school and into adulthood.
- Explore individual career opportunities, informed by suggestions from the student council and staff.
- Solicit volunteers from the community and beyond to share life experiences as positive role models.
- Build capacity for capable student leaders who contribute their expertise to their community.

6. Classroom behaviors and expectations: *Consistent for all.*

- Hydrate regularly by drinking water (water bottles are permitted in class).
- Eat breakfast and lunch at scheduled times.
- Remain alert during class (should a student demonstrate he or she cannot remain alert, the student will be sent to a designated area for support). Calls will be made home for repeated incidences of sleeping in school.
- Respect for self and others creates a safe environment in which to learn.
- Follow directions first time given; seek clarification if necessary.
- Establish clear and consistent routines and expectations for student and classroom success.
- Use appropriate language (staff and students).
- Arrive to class prepared, on time, and ready to learn; students remain in class, unless expressly permitted to leave; students may leave the classroom one at a time.
- Walk in the hallways to each class to ensure safety during movement (students and staff).
- Monitor students during hall movement and class change to ensure safety (staff).

7. Bullying and consequences: *everyone must feel safe to learn and grow.*

- Educate students, parents and guardians what constitutes bullying versus a singular teasing occurrence.
- Report bullying or suspected bullying to a teacher, paraprofessional, and/or the principal immediately.
- Hold a conference with students involved in bullying, document the incident, call the parents or guardians, at a minimum.
- Follow NSBSD's behavior matrix for repeated bullying behavior.
- Teach students to respect themselves, respect each other, and how to act in different locations in school. (i.e., lunch line, bathroom, gym, library, etc.)

8. Fighting, Violence, consequences: *every person must be safe in school.*

- Establish and maintain a safe school that has zero tolerance for fighting or other violent behavior, to include threats of violence.
- Call parents of students who engage in fighting or other violent behavior, to include threats of violence. Such behavior will result in a minimum suspension of one day and a re-entry team meeting composed of the student, parent(s) or guardian(s), school administration, school resource officer (if available) and the school counselor (if available), prior to returning to school.
- Report all fighting or other violent behavior, to include threats of violence, to the office, principal, or principal's designee as soon as possible.
- Log all incidents of fighting or other violent behavior, to include threats of violence, in PowerSchool and other appropriate incident reports.

9. Incentives: *We provide positive encouragement and rewards for the behavior that we want to reinforce positively.*

- Reward students who are demonstrating appropriate behavior (i.e., fun Fridays, movie nights, field trips, sledding, Positive Behavioral Interventions and Supports–PBIS– points, trips to the school store, roller derby, dances, and gaming events).
- Hold two or more PBIS events per year.
- Vote on and honor student and staff of the month.
- Plan an award ceremony at the end of each semester to acknowledge behavior, attendance, and academic accomplishments; teachers will provide class awards.

10. General Consequences for misbehavior: *These are possible consequences as examples, but not limited to.*

- Implement restorative practices (i.e., a letter of apology, clean up mess, etc.).
- Utilize a gym list for misbehavior or tardies in the school day.
- Host after-school detention for student misbehavior or tardies in the day; if a student serves detention, he or she will not be assigned to the gym list.
- Communicate with parents or guardians.
- Discuss student behavior and allow them time and space to write a reflection about their behavior choice(s).
- Serve lunch detention with the school counselor or principal.
- Consult the NSBSD behavior matrix for additional information.
- Seek to be proactive by building healthy relationships, leading by example, and counseling students to make better choices.