



NORTH SLOPE BOROUGH SCHOOL DISTRICT

MEMORANDUM

TO: Robyn Burke, President
Members of the School Board

THROUGH: David Vadiveloo, Superintendent DSV

FROM: Tracy Mulvenon, Assistant Superintendent TM

DATE: April 11, 2024

SUBJECT: Community School Expectation Agreements **Memo No. SB24-137**
(Informational Item)

2020-2025 NSBSD STRATEGIC PLAN

2.0 Community Engagement: Foster collective responsibility, commitment and trust between the school and community.

2.1 Communication: Advance on-going 2-way communication, participation and interaction within the school and between the school and community, building the bridge of trust.

2.2 Community in the School: Include Elders, parents and community members in school academics and activities and utilize community resources and expertise in learning.

2.3 SAC: Evolve the role of the School Advisory Council (SAC) as community leaders and advocates for education.

NSBSD Policy Manual:

BP 1000, Concepts and Roles: School/Community relations cannot merely be described as a process of reporting and interpreting, but rather can be characterized as a partnership in pursuit of excellence. Its is a partnership in which community members, educators, and other school personnel perform their respective roles in view of the best interests of the schools and, most importantly, the students.

BP 1250, Volunteer Assistance: The wealth of experience available in the community is a resource that should be used in appropriate ways to enrich the educational program and strengthen our schools' relationships with homes, businesses, public agencies and private institutions. By their presence, volunteers also can make school environments safer and more closely supervised. The School Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students.

Issue Summary:

The development of Community School Expectation Agreements (CSEA's) has been a focus from the District Pedagogy domain of Family and Community Collaboration for FY24. This process is crucial for establishing a strong partnership between the school district and the community it serves. By engaging various stakeholders such as the School Advisory Council (SAC), community members, families, staff, and students, the district ensures that the expectations and needs of all parties are considered in creating the CSEA's. This agreement

serves as a collaborative document that reflects the voices and priorities of the community and the school, fostering a sense of ownership and commitment from all involved. Through transparent and intentional communication, the district builds trust and strengthens relationships with the community, laying the foundation for positive interactions and effective educational outcomes. Additionally, the ongoing nature of the process emphasizes the importance of continuous dialogue and adaptation to meet evolving needs and circumstances. Overall, this process promotes community ownership of the school system and supports a shared vision for educational success.

Background:

Beginning this Fiscal Year 2023-2024, every school began discussing their Community School Expectation Agreements with their School Advisory Councils, families, and students where they reviewed the Student/Parent Handbook and Board policies supported by local community building expectations to be collaboratively developed and owned.

The following is a summary of steps followed at each site in creating the CSEA's.

Step 1

Meet with the School Advisory Council (SAC) to discuss what your *Community & School Expectation Agreement* will contain. Our SACs must become more involved in these processes as they represent community voice and should play a pivotal role in advising on (not directing) site administration regarding local school policy. At this meeting, site administrators should discuss the plan to develop a *shared partnership agreement* which captures the voice, needs and expectations of the community and the voice, needs and expectations of the school.

Broad areas of focus for discussion are:

- ***Community engagement***
- ***Attendance expectations and incentives***
- ***Tumichiat Sivunmun¹ (TS) plans for all students***
- ***Social and emotional wellbeing***
- ***Cell phone policy***
- ***Classroom behaviors and expectations***
- ***Bullying and consequences***
- ***Fighting and consequences***

Step 2

Meet with the community. To ensure everyone knows the purpose of the meeting, the meeting notice should \ should list an example of the topics to be discussed and should involve food for participants. All major organizations in the community should be

¹ Tumichiat Sivunmun – expert linguist Martha Stackhouse says this phrase translates as “new paths to the future”. *Tumi* is the base word and means ‘path, track, footprint’. Many of you will also be familiar with the quadrilateral group (NSB, ICAS, Ilisaġvik, NSBSD) which is named *Nunaqqiuraat Tumichianit* which means ‘New footprints of our communities’.

invited. Ensure the SAC commit to attending the meeting. The meeting should be emailed to parents and sent home with students as a paper invite. Ensure plenty of notice and provide a reminder closer to the event.

Step 3

Hold meetings with students. Ask your student council for feedback. Authentic consultation must involve our students. If preferred, hold a meeting with all students or by grade or school wing groups. Getting their fingerprints on the plan is invaluable.

Step 4

Draft a CSE Agreement. After getting feedback from the community meeting, draft a CSE Agreement that incorporates community and student voice and feedback. Ensure this draft aligns with District Policy. If you need support, please seek advice from CO as we don't want to present an Agreement that is in breach of District Policy. Present again to SACs for discussion. Once finalized, implement in the school and communicate to parents and gain feedback.

The final Community & School Expectation Agreement should be posted in your school. It should clearly articulate the school student community behavioral expectations as agreed with the community. It should be sent home with all students.

Next Steps for FY25

Use the completed *Community & School Expectation Agreement* as a pillar for Positive Behavior Interventions and Supports (PBIS) at your site. Again, work with your SAC and community through the development process.

Signature: 
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Signature: 
Tracy Mulvenon (Apr 21, 2024 14:14 AKDT)

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