

Meade River School

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. Show courtesy at all times and invite conversation. Bring back family engagement nights by class (games, reading, etc.). Be sure to teach important skills like writing in cursive and skills you'll need for life.
- **Attendance expectations and incentives:** Attendance is the most critical factor for student development! The district has set a target of 80% attendance for each student but our SAC encourages 90% attendance. We want to challenge and engage middle and high school students. Sports and activity eligibility based on cumulative attendance. More outdoor activities, more hands-on experiences, CTE, and camps.
- **Social and emotional wellbeing:** Listen to the kids. Put up posters with positive statements. Create 1-1 time for struggling students. Teacher/Counselor Patti is a social worker which means she has a better understanding than a guidance counselor. Improve student and teacher communication - in the area of needing help. Use our local staff members to help communication between students and teachers. Let the kids choose who they want to talk to. Help the adults understand what the kids need, and they each learn differently.
- **Cell phone policy:** K-6 keep cell phones home. Cell phone bin in each classroom grades 7-12. Protect instructional time. QUIET in the halls! Use earphones not speakers! Teach kids how to respect other classrooms. Before, after school; between classes and lunch o.k. For grades 7-12. Adults MUST model behavior.
- **Classroom behaviors and expectations:** No sleeping in the classroom. No walking around - stay in the assigned classroom. Talk with staff about sleeping or lying on the floor, teacher address. If the teacher step doesn't work then the Principal and parent. If a child needs rest, address it. Maybe a private room to rest. Let students use the bathroom as needed. If it's happening a lot, seek to understand why. Monitor students when out of class. Use hall passes.
- **Bullying, Fighting, Violent behavior and consequences:** Education for all. Teach skills. How do you fix this? Bullying TAVRA 0 tolerance program. Bullying is everywhere. We hear about it. Help all involved. Be mindful - it often starts with teasing. We support a school administrative approach of zero tolerance. Restore relationships to make things better.

Notes:

Drafted by Meade River School SAC on August 15.

Presented to the community on August 16.

Shared with students starting August 17.

An open comment period occurred from August 16 through September 5.

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

Nunamiut School
Community School Expectation Agreement—CSEA (2024)

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 parents, students, and Anaktuvuk 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 to provide different skills; examples: knot tying, survival, sewing, camping, first aide, 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 80% attendance for each student, but our SAC encourages 90% attendance.*
 - 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 HS coordinator.

3. **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 trainings.

- 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.

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

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

- Each student should have a plan from 5th grade on 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 in to share life experiences as positive role models.

5. 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,
- Phones may be used as an earned reward only when work is completed.
- 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 used for educational purposes only (unless as a reward).

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: in the 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.
- And a re-entry meeting with the student and parent/guardian.
- 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: fun Fridays, 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 and staff of the month will be honored after staff vote.
- 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.*

- Restorative practices (example: a letter of apology).
- Gym list—if student skips detention, or is absent, or has 3 tardies in a day.
- Detention—if student serves detention, then no gym list will be served.
- Communications with parents/calls home.
- Counseling with students/and student writeup of their behavior for reflection.
- Lunch detention—served with counselor or principal.
- 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 making better choices.

Trapper School Community and School Expectation Agreement

- **Community engagement:** Trapper staff and students will engage the community whenever possible. Not just at special events, but throughout the year and within the community. We will always work together and agree on what is best for our students and the community.
- **Attendance expectations and incentives:** Attendance is the most critical factor for student development! In order to see improvement, students must be in school. Our target is 85% attendance. Our Principal and SAC would like a higher attendance rate. With whaling; hunting; and other events, it could be a hinderance. Trapper staff will provide incentives for high attendance rates.
- **Social and emotional wellbeing:** DO NOT speak negatively to anyone. Example: instead of yelling STOP RUNNING. The positive is WALK PLEASE. Principal and SAC are working on creating a positive quote hangout area for students; Elders come in to eat lunch with younger students and sit in some of the classes to share cultural history. Counselor does a good job meeting with struggling students. Staff try to meet students where they are and not downgrade where they are not. Learn names of all students. Continue to meet 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 cell phone away. If the student does not put the phone away, the phone will be placed in a locked bin until the end of the day and the parent is called. If it continues (2 more times), the cell phone will have to be left at home. 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 wandering off to another classroom. Sleeping in classrooms and lying on the floor is a teacher behavior that should be controlled by teacher. If not successful, contact parent first to see what helps, are there any sleeping issues at home, etc. Do not let students out of class numerous times to go to locker. SAC agreed lockers should be removed. They are a privilege and if they are abused, remove them. Students are to respect the teacher and do not use profanity.
- **Bullying, Fighting, Violent behavior and consequences:** 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. Our main objective is to model and teach our students how to handle conflict without the use of hands or touching

SAC agreed on meeting with the community on Jan 19th

Harold Kaveolook School

We need to hear from you.

Your feedback will help us improve the school. It will also help to better prepare next year's new principal, Dr. Crystal Coleman, to start the year off with a solid understanding of your expectations.

Please provide us with your thoughts on the questions below. You can return this to the school anyway you can. If you don't have a way to get to the school. Please text me and I'll arrange for your written feedback to be picked up at your house. You can also send me an email to john.riddle@nsbsd.org, or text me your thoughts at 907-640-0005.

1. In order for our students to achieve the required educational growth to be able to read, write (English and Inupiaq), and to do mathematics at grade level, we have to have students present in class.
 - What are your expectations for student attendance in school?

 - What initiatives and incentives would you like to see us use to improve student attendance?

2. The school district is not a health care provider and is not funded to provide health services. So...

- What do you, as a community member understand to be the role in supporting your child's social and emotional wellbeing?

3. *Tumitchiat Sivunmun (TS) plans for all students.* We want every child to be on the pathway to success. The TS plan should reflect the strengths, interests, and areas of growth for each child.

"Tumichiat Sivunmun": Expert linguist, Martha Stackhouse, says this phrase translates as "new paths to the future".

- Are there areas of learning growth that you would like to see in these plans?

4. Cell Phone Policy: The District has a clear cell-phone policy that is based on statewide regulations and standards.

- As a community member, what are your expectations of student cell-phone use so that it allows parents to access their children in the event of an emergency, but doesn't interfere with classroom learning?

5. Review of Classroom Behaviors and Expectations:

- What are your expectations of student behavior in the classroom to ensure a healthy learning environment for all students?

6. The District has an anti-bullying policy that is based on statewide regulations and standards.

- What other approaches to bullying would you like to see in our schools?

****After reviewing our current community expectations (attached), is there anything you would like to see added or changed?**

It is very important that your voice is heard. This is your community school. Quyanaqpak for your help with school improvement efforts!

Utqiagvik Community School Expectation (CSE) Agreement

We believe **community engagement** looks like...:

- students who know, embrace and live their cultural values, students who take great pride in their school and community, students who respect their Elders and are knowledgeable of our Elders' contributions, students who volunteer/participate in community events, and students who have a voice in their education and future.
- bringing our community, parents, and guardians into our schools by partnering with our community with an open door policy where all parents, guardians, Elders, and community stakeholders are welcome to visit or volunteer in our schools at anytime to be part of lunch (free lunch for Elders), school activities, classroom activities, and/or special events. **We want our community to see the awesome things our students are doing.**
- our schools will take advantage of field trips and tours into our communities. Also, we will invite Elders and other speakers into our schools to share information and educate our students. The information imparted by our Elders is imperative and must be passed down to each successive generation.
- calendars for each community on the NSBSD website to include all monthly events, as well as a district calendar in order to communicate all events so that stakeholders can plan ahead to attend. **Parent comment – “My involvement is enhanced by being informed.”**
- NSBSD staff and teachers reaching out to parents and guardians to notify and acknowledge good/positive news and student strengths, not just concerns.
- parent comment, “More hands-on, arts & crafts, after school activities to keep our students positively engaged.”
- NSBSD staff and students who are knowledgeable about their community's culture and values.

We believe **attendance/punctuality** looks like...:

- students taking ownership by attending school punctually and daily with parent and guardian support.
- students and parents completing and submitting preacknowledgement requests for time off as well as requesting work to be completed while absent.
- students and parents working with teachers to determine a process to receive academic credit for subsistence leave activities.
- students attending school each day, and remaining in class from the beginning to the end of class.
- students are recognized/rewarded for great and improved attendance.

We believe **Tumitchiat Sivunmun plans** looks like...:

- all students being capable, contributing, and being leaders for their community.
- there should be plans for each and every individual student, recognizing their strengths, interests, and areas of growth in order for all students to be successful in school and in adult life. Helping students to explore career paths.
- informing and ensuring that the student, parent/guardian, and teacher are all involved/informed with equal participation/voice in this individual process for our student.

We believe ***Social and Emotional well-being*** looks like...:

- providing a **safe (zero tolerance for bullying and fighting) and positive environment** for our students to learn. Everyone respecting each other's personal space.
- NSBSD **staff are trained** in Trauma Informed Schools, PBIS (Positive Behavior Intervention Supports), Second Step and how to access professional mental health supports, resources for students.
- Providing extracurricular activities at school and in the community to **keep our students positively engaged.**
- Opportunity for a student to have their snacks (or other donated snacks) in a designated area and a place for a mini power nap are available at school to **provide for physical/ emotional health needs.**
- students and staff **following our Iñupiaq Values** by socializing in a healthy ways to build confidence and emotional intelligence.

We believe ***a responsible Cell phone policy*** looks like...:

- providing alternative ways for parents and students to keep in touch in emergencies
- students being recognized/rewarded for positive cell phone use (during breaks), rewarded with use of cell phone by completing work.
- parents/guardians are notified about negative cell phone use that interferes with learning.
- students following 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.

We believe positive ***Classroom behaviors and expectation*** look like...:

- students, parents, and staff building relationships with each other through respect, cultural awareness, and exhibit respectful behavior at all times.
- students being praised, celebrated, rewarded, and acknowledged when exhibiting positive behaviors.
- parents/guardians being notified about negative behavior that interferes with learning.
- every student and staff following clear expectations-
 - Be Polite & Respectful - everyone
 - Be cell phone free during work time
 - Be on-task, complete work, participate
 - Be on time and present
- staff and students following the board policy, Discipline, BP 5144 (a, b, and c).

We believe ***Bullying, Harassment, Cyber Bullying and Consequences*** look like...:

- students, parents and staff being and feeling safe at school at all times.
- zero tolerance and immediate consequences.
- all parties involved being notified immediately and asked to give support in solving the problem in a positive manner.
- all NSBSD staff bystanders witnessing the behavior will intervene and assist in stopping inappropriate behavior.

- Restorative processes will be used by counselors with the parties involved to reconcile differences and to give students an opportunity to help solve issues.
- staff and students following the board policy, Harassment, Intimidation and Bullying, BP 5131.43 (a, b, c and d), 5145.5, 5145.7 and Student/Parent Handbook FY2023-28 pg. 74-75.

• **we believe *Fighting and Consequences* look like...:**

- students, parents and staff being and feeling safe at school at all times.
- zero tolerance and immediate consequences.
- all parties involved being notified immediately and asked to give support in solving the problem in a positive manner.
- all NSBSD staff bystanders witnessing the behavior will intervene and assist in stopping inappropriate behavior.
- Restorative processes will be used by counselors with the parties involved to reconcile differences and to give students an opportunity to help solve issues.
- student comments - Don't fight, chill out and hug after, and be nice and kind to each other.
- staff and student following the board policy, Violent and Aggressive Conduct, BP 5131.41 (a and b) and AR 5144.1 in the Student/Parent Handbook FY2023-28 pg. 65-68.

KIITA Learning Community Matrix

Purpose Statement: We at Kiita Learning Community will provide a safe, respectful, successful, stimulating environment where students acquire the skills necessary to become students who are empowered, culturally-rooted, bilingual, healthy, critical, creative, life-long learners.

	Classrooms/Teacher	Entryway & Hallway	Assembly/ Group meeting	Bathroom	Dual Credit/Job	Community
K ind	<ul style="list-style-type: none"> <input type="checkbox"/> Respect, <input type="checkbox"/> positive language, support, <input type="checkbox"/> encourage, praise, kind words 	<ul style="list-style-type: none"> <input type="checkbox"/> Keep it clean. <input type="checkbox"/> Need hall pass. 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to speaker. <input type="checkbox"/> Remove hoods. <input type="checkbox"/> Feet on floor. <input type="checkbox"/> Remain seated. <input type="checkbox"/> Be respectful 	<ul style="list-style-type: none"> <input type="checkbox"/> Clean up. <input type="checkbox"/> Flush. <input type="checkbox"/> Report bathroom issues to staff. <input type="checkbox"/> Hall pass. 	<ul style="list-style-type: none"> <input type="checkbox"/> positive language and manners. 	<p><u>Naglikkutigagnig</u> Compassion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive language and manners. <input type="checkbox"/> Treat people as you want to be treated. <input type="checkbox"/> Value opinions of others.
A chieve	<ul style="list-style-type: none"> <input type="checkbox"/> Academics, <input type="checkbox"/> C or better in all classes, caught up in classes, <input type="checkbox"/> complete work, ahead in classes 	<ul style="list-style-type: none"> <input type="checkbox"/> Go directly to your destination. <input type="checkbox"/> Need hall pass. 	<ul style="list-style-type: none"> <input type="checkbox"/> Set a good example. <input type="checkbox"/> Stay awake & focused 	<ul style="list-style-type: none"> <input type="checkbox"/> Please no smoking or vaping on school property. <input type="checkbox"/> Use bathroom quickly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions. <input type="checkbox"/> Communicate with instructor or supervisor. <input type="checkbox"/> Be professional (appropriate dress, clean, groomed, etc.) 	<p><u>Paagtaktautafnig</u> Avoidance of conflict</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow values. <input type="checkbox"/> Make your community a better place.
w ireless	<ul style="list-style-type: none"> <input type="checkbox"/> put tech away Phones/computers when adult tells you, <input type="checkbox"/> put tech away when teacher presents lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow directions. <input type="checkbox"/> Need hall pass. 	<ul style="list-style-type: none"> <input type="checkbox"/> Put electronics away 	<ul style="list-style-type: none"> <input type="checkbox"/> Use bathroom quickly. <input type="checkbox"/> Leave phone in classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Be on task, (not on phone) 	<p><u>Nakuaggutigagnig sulji</u> <u>Qiksikrautigagnig</u> <u>Utugganaanun Alanulu</u> Respect of Elders/others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pay attention to your Elder speaking, not your phone
T ask	<ul style="list-style-type: none"> <input type="checkbox"/> On-task, <input type="checkbox"/> in seat, <input type="checkbox"/> engaged, <input type="checkbox"/> work w/peers, <input type="checkbox"/> tech with permission, <input type="checkbox"/> hall pass when out of room 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow directions. <input type="checkbox"/> Need hall pass. 	<ul style="list-style-type: none"> <input type="checkbox"/> Stay in the speaker session until the end. <input type="checkbox"/> Participate in discussion. <input type="checkbox"/> Eye contact with speaker. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use restroom during breaks. <input type="checkbox"/> Hall pass. 	<ul style="list-style-type: none"> <input type="checkbox"/> Know and follow job rules. <input type="checkbox"/> In order to attend work, go to school. 	<p><u>Paammaagilignig</u> Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Help others in need. <input type="checkbox"/> Be a positive role model. <input type="checkbox"/> Check calendar.
A ttendance	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance, <input type="checkbox"/> on-time, <input type="checkbox"/> no later than 9:15/12:45, in assigned class, <input type="checkbox"/> stay in school (no skipping) 	<ul style="list-style-type: none"> <input type="checkbox"/> Be in assigned class. <input type="checkbox"/> Need hall pass. 	<ul style="list-style-type: none"> <input type="checkbox"/> Arrive on time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Return to class quickly. <input type="checkbox"/> Hall pass. 	<ul style="list-style-type: none"> <input type="checkbox"/> Be on time. <input type="checkbox"/> Check calendar. <input type="checkbox"/> Contact supervisor/ instructor if absent or late. 	<p><u>Sigtatalfnig</u> Sharing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check calendar. <input type="checkbox"/> Be on time for community/ Kiita events you agreed to support



North Slope Borough School District

Barrow High School's Implementation of Community School Expectation Agreements:

Barrow High School will be posting the new Utqiagvik Community School Expectation Agreement (CSEA) on our Facebook sight and sending home to parents in the mail. This will accompany an end of the year summary of our school year. This CSEA will be a launching point to open school next year and getting the students, parents and staff on the same page.



North Slope Borough School District

Hopson Middle School Community School Expectation Agreement (CSEA) Implementation

Community Engagement:

We have embraced the “open door policy.” As often as we can host events to bring in families and community members into the school, we are making those efforts. HMS hosted an Arts Gala with student productions from our art classes, a small band performance, and student productions from our CTE classes. We have held a Book Reading by Debbie Edwardson. We have held “Wolf Dines” where we invite families to come in and eat with our students at lunch. Cooperation and communication between IPK, HMS, and BHS are increasing. We have multiple visits to each other’s schools in place and lined up for students to check out and get familiar with their next building and meet the teachers they will be working with.

Attendance/Punctuality:

Students in the hallways has been minimized by increasing rigor and accountability. Teachers have been more diligent with Pre-acknowledgement forms being filled out with assigned work to be completed. HMS has taken on a more concerted effort to get attendance up and contacting guardians. The last two months, we have made a point to acknowledge great attendance at our Rewards meetings on a Wednesday morning.

Social and Emotional:

HMS has met multiple times to start working together to form what we want PBIS to look like in our school. We have incorporated Inupiaq Values in our Wednesday meetings, dividing them between our “Packs.” We maintain a Safe and Positive environment for our students and work to teach Togetherness, Respect, Responsibility, A+ Attitude, Cooperation, Kindness. When it is an obvious need, we provide an area for our students to take a little nap, just sit and clear their heads, calm their emotions, or talk about what is troubling them. Students and staff who witness inappropriate behavior are intervening and assisting in stopping that behavior. This has contributed to students and staff feeling safe at school. Fighting will not be tolerated at HMS and has immediate consequences. We work to settle differences that arise through conversation, understanding other perspectives, and compromise. Also, we have begun having a biweekly awards program during our Wednesday morning student meeting. During this time, students are recognized for academic and or behavioral achievements. We look to invite parents, guardians, and family members in future programs. Further, our student council has been taking a more active role in defining student expectations surrounding the events that they plan (i.e. spirit week, Wolfapalooza, dances, etc.).

Classroom Behaviors and Expectations:

We have made efforts to enforce the expectation of Respect for Everyone. HMS is making more parent contact in the attempt to curb negative behaviors that interfere with learning. The Cell Phone expectation of “not during instruction” has been effective for the most part. There has been a significant decrease in cell phone ODRs since we have begun holding students to that expectation. There has also been the inclusion of cultural and local environmental content put into place here at HMS. The Sea Ice Trip was a terrific piece of educational material and an experience for these 8th grade students. Skiku has come in and are teaching students how to cross-country ski. The University of Michigan is working with 6th grade teachers on “Arctic” lessons to be used in their classrooms.

Fred Ipalook Elementary Community School Expectation Agreement Implementation Within the School Setting

- Community engagement: Open door policy for visitors, elders, volunteers and community (sharing of local foods with students in the classroom, skin sewing, research projects on the tundra, building use for cultural activities NYO, search and rescue activities and local Borough sponsored activities.) community drumming and dancing groups volunteer for special events. Elders and parents join students during lunch.
- Community engagement: Field trips to cultural center, search and rescue, elders center to perform during Christmas activities, Activities are posted on social media as well as messenger to keep our parents informed. Radio spots on KBRW conducted by students, teachers and administration for information as well as happenings at IPK. Conducting reading opportunities on KBRW by students and administration.
- Attendance is a big part of student success and procedures are put in place to facilitate these successes. Home School Facilitator is in constant communication with parents regarding student attendance. Tardy slips have a new purpose: Students receive a welcome card that states we are glad they are here. Pre-acknowledge forms must be completed in detail to provide the students and parents with information for student progress, so students don't fall behind while absent. IPK has in place attendance award incentives for students with perfect attendance as well as for students who have improved attendance.
- Tumitchiat sivunmun: IPK has achievement award assemblies that emphasize leadership, citizenship, positive choices, concern for others, respect for environment, peer and self, honest, kindness, team player, growth, cultural language progress and understanding. UIC conducted a school wide assembly and classroom activities that emphasizes leadership and career paths.
- Social and Emotional well-being: IPK staff has been engaged in the creation of our school wide PBIS program with school wide expectation posters as well as classroom matrix posters. Staff has engaged and continues to meet monthly with all stake holders to help make this program a success. Staff

has been trained in CPI verbal de-escalation training that gives staff the skill to understand the impact trauma has on behavior and how a trauma-informed approach can help them better meet the needs of those students in their care.

Students are provided breakfast in the morning and snacks are also donated for teacher use during the school day.

- Responsible cell phone policy: IPK provides opportunities for parents to contact students during the school day. Cell phones are not permitted during the instructional day. Students are allowed to use cell phones before the instructional school day begins and at the end of the day during free time activities, which are not instructional in content. Parents are notified if cell phone use by a particular student becomes a problem. so far issues have been minimal.
- Classroom behaviors and expectations: Through our PAWS reward system, students receive recognition for positive behavior, and their names are announced as well as the particular behavior exhibited during morning announcements. Positive behavior is also noted by teachers through monthly award assemblies. PBIS posters, classroom matrix expectations are displayed for classroom review by teachers and students.
- IPK has a strict policy on Bullying, Harassment, Cyber Bullying and Consequences. IPK has a zero-tolerance policy and follows the discipline matrix located in the parent student handbook.
- Fighting and Consequences: IPK has zero tolerance for fighting IPK staff and administration with the input from parents. Staff conducts meetings with all parties present to plan next steps in discipline and reconciliation. We give students the opportunity to resolve issues in a restorative process. IPK administration follows the parent student handbook for guidance on disciplinary action.

Alak's Community School Expectations Agreement

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 cellphone usage as an incentive in the classroom, and drawings for things like cellphones 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.

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 be engaged with community members who walk into the building to create a more welcoming environment.
- 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

- K-6, keep cell phones home.
- Teachers will have a cell phone bin each classroom for grades 7-12.
- Protect instructional time! QUIET in the halls.
- Students may use their phones before and after school, between classes, and at lunch.
- Laptops are for educational purposes and are to be used with teacher permission for assigned school work. Students should not be playing games, downloading music, or watching YouTube videos during class time.
- Essentially, no cell phones during class time.
- Parents/Guardians are notified about cell phone 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.

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.

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 are to be in their assigned classroom.
- No sleeping in classrooms.
- It is expected that students, parents, and staff strive to build positive, professional relationships through respect, cultural awareness, and respectful behaviors.
- Students being praised, celebrated, and rewarded, and acknowledged when exhibiting positive behaviors.
- Parents/Guardians will be notified about negative behaviors that interfere with learning or are not safe.
- Every student and staff following clear expectations:
 - Be polite and respectful
 - Cell phone free during work time
 - Be on task, complete assigned work, and participate in learning positively
 - Be on time and present

Tikigaq Community Expectations



- More afterschool activities
- High expectations for behavior
- High expectations academics
- Improve communication for school events and activities
- Improve communication with parents
- Less free time for students to get into trouble
- Split the 7th grade class
- No phones in class
- More work for advanced children
- The school needs a therapeutic counselor
- Workers who are willing to work
- New kitchen for safety reasons
- New flooring on the elementary hall for safety reasons
- New ceiling and mold check for the elementary hallway
- Qualified people for all positions in the district
- A counselor able to work with all students
- Daycare for staff and students