b. Strengthen the parenting roles as reflected in traditional kinship structures by adopting child-rearing as a collective responsibility and make sure children know their kinship roles and responsibilities.

c. Sponsor regular parent/youth talking circles in the community.

d. Promote healthy community activities and supportive organizations by involving youth as board members and participants in all functions, meetings, workshops and events related to community well-being.

e. Organize local and regional planning meetings that lead to a consensus on strategies for consistent support of young people from all the sectors of the community that impact their lives (home, school, Elders, church, community organizations, cultural events, media, etc.)

f. Be a good role model for and engage youth in all aspects of community life including involvement in youth-run organizations and councils and participation in Native corporation and tribally-sponsored activities.

g. Foster family- and community-oriented activities on a regular basis by suspending Bingo, TV and other forms of distraction for one night a week.

h. Recognize and support accomplishments of community members, including youth.

i. When encountering young people and adults in the community, greet them and acknowledge their existence.

j. Foster traditional knowledge, values and beliefs in all aspects of community life and institutional practices.

k. Publish and distribute posters, announcements, buttons, calendars and other daily reminders of culturally-appropriate rules of behavior and child-rearing practices as valued by the Elders.
l. Implement tribal courts that incorporate traditional healing, restorative justice and rehabilitation practices to deal with youth who have committed serious infractions of community rules, expectations and protocols.

m. Incorporate the cultural standards for communities and parents into daily life as outlined in the Alaska Standards for Culturally-Responsive Schools.

n. All youth-oriented programs and services should be administered by Native-controlled organizations at the most local level possible.
Guidelines for Educators

Educators are responsible for providing a supportive learning environment that reinforces the cultural well-being of the students in their care.

Educators (teachers, administrators, aides, counselors, etc.) can help nurture culturally-healthy youth through the following actions:

a. Learn traditional child-rearing and parenting practices to link the knowledge base of the school to that of the community.

b. Recognize that students’ developmental needs undergo substantial changes in early adolescence that can effect academic performance, so instructional strategies will need to be adapted accordingly.

c. Adopt curricular and instructional strategies that connect to the cultural and physical world in which the students are situated.

d. Make effective use of local expertise, especially Elders, as co-teachers whenever local cultural knowledge is being addressed in the curriculum.
e. Take steps to recognize and validate all aspects of the knowledge students bring with them and assist them in their ongoing quest for personal and cultural affirmation.

f. Develop the observation and listening skills necessary to acquire an in-depth understanding of the knowledge system indigenous to the local community and apply that understanding in teaching practice.

g. Visit the student’s homes and learn about the parents’ aspirations for their children as well as their expectations for you.

h. Carefully review all curriculum resource materials to insure cultural accuracy and appropriateness and assist students in making similar critical judgments themselves.

i. Make every effort to utilize locally-relevant curriculum materials with which students can readily identify, including materials prepared by Alaska Native authors.

j. Serve as a role model for students by utilizing constructive forms of discipline over punishment and providing positive reinforcement over negative feedback.

k. Provide sufficient flexibility in scheduling Elder participation so they are able to fully share what they know with minimal interference by the clock and provide enough advance notice for them to make the necessary preparations.

l. Align all subject matter with the Alaska Standards for Culturally-Responsive Schools and develop curriculum models that are based on the local cultural and environmental experiences of the students.

m. Recognize the importance of cultural and intellectual property rights in teaching practice and honor such rights in all aspects of the selection and utilization of curriculum resources.

n. Participate in community events and activities to acquire the insights needed to develop appropriate motivation and discipline practices in the school.