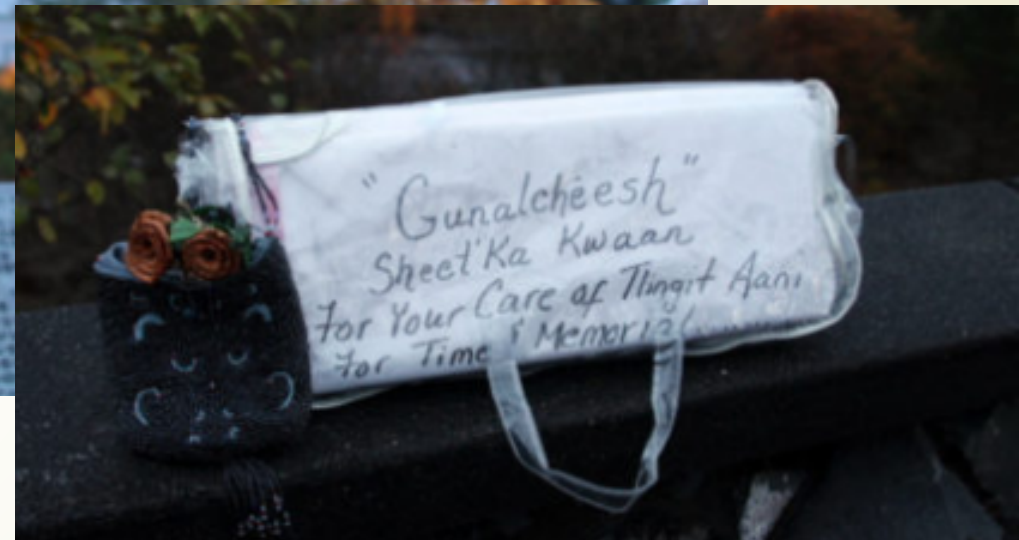




Co-Creation in SSD

Partnering with Sitka Tribe of Alaska to build a Culturally Responsive Education for all students in the Sitka School District





Alaska Day Dilemma: celebrating history without colonialism

Posted by Emily Russell, KCAW News | Oct 26, 2016

A decorative graphic on the left side of the slide. It features a solid orange arrow pointing to the right, with several thin, curved green lines overlapping it and extending downwards and to the left.

Conversation #2: Community and Allies

- ANB Hall
- October 26, 2016

Culturally Responsive Teaching Practices	Social Emotional Learning	Arts, Culture, & Technology
<p>The foundation for our culturally responsive teaching practices will be the deep and rich traditions and connections within our community. Sitka educators will understand the deep culture of this place, and its vital role in educating all Sitka students.</p> <p>We will also focus on the Alaska Cultural Standards for Teachers, which set the following expectations for culturally responsive educators:</p> <ul style="list-style-type: none"> A) Incorporate local ways of knowing and teaching in their work. B) Use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students. C) Participate in community events and activities in appropriate and supportive ways. D) Work closely with parents to achieve a high level of complementary educational expectations between home and school. E) Recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential. 	<p>The district will use social emotional learning as a coordinating framework for how educators, families, and community agencies collaborate to develop students' social, emotional, and academic learning.</p> <p>The foundation for our social emotional learning will be the SSD Social Emotional Learning (SEL) Standards for all ages (Preschool – Adult):</p> <ul style="list-style-type: none"> A) Self-Awareness: Develop self- awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems. B) Self-Management: Develop and demonstrate self- management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success. C) Social Awareness: Develop social awareness skills needed to establish and maintain positive relationships. D) Relationships: Demonstrate interpersonal (relationship) skills needed to establish and maintain positive relationships. E) Decision-Making: Demonstrate decision-making skills, problem solving skills, and responsible behaviors in school, personal and community contexts. 	<p>An additional foundation for our culturally responsive teaching practices and social emotional learning will be the SSD Arts, Culture, & Technology (ACT) Standards:</p> <ul style="list-style-type: none"> ➤ Arts: Students actively participate as creators, contributors, and consumers of music, dance, theater, visual and media arts, and creative writing. ➤ Culture: Students are knowledgeable about and demonstrate respect for traditional Alaska Native values, life skills, and art forms. ➤ Technology: Students have access to high quality learning with technology, giving them skills and knowledge to participate as active, creative members in a respectful, interconnected world.



Culturally Responsive Education Plan for Sitka School District

Sitka School District believes that culturally responsive teaching practices and social emotional learning are essential to the learning experiences of all Sitka students, and must be woven into the curriculum to become the “why” of all instruction. Co-creating responsive schools is essential to the connection between schools and families, and requires collaboration with our community.

To accomplish this work over the next five years (2016-2021), the district will provide the time, funding, and support needed to reach our goals. This will include focused professional development, staff mentoring, and program coordination, as well as family and community activities.



150 years in the making, Kiks.ádi gather to commemorate loss of land

Posted by Emily Kwong, KCAW | Oct 17, 2017



How an Indigenous Clan Honored Its History on Alaska Day 2017

On October 18, the Kiks.ádi clan of the Tlingit tribe in Sitka had a decision to make.

<https://www.atlasobscura.com/articles/noow-tlein-sitka-alaska-tlingit-sesquicentennial-castle-hill>



BY [SARAH CHADWICK GIBSON](#) OCTOBER 27, 2017



1st Community Conversation Harvest - March 7, 2016

**Some of the ways that Native ways of life
are in conflict with the school system**

- Time allowed for subsistence
- Native values
- Elder utilization
- Grieving/healing practices such as a koo.eex'



“We have known for thousands of years that Native kids thrive when they feel strong and secure in their identity, know their contributions are valued and important, and feel connected to and supported by their culture.” First Alaskans
Institute dialogue participant



Conversation #3: Articulate the Vision

- ANB Hall
- November 13, 2017