

Northwest Arctic Borough School District Family Partnership & Place Based Learning

AASB Team



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Place-based Learning



Opportunity: Linking to Learning and Place-based Learning

Are you Ready?

- Space
- Materials (pen & paper)
- Intent
- Breathe

Our Agreements

In every chair a leader

Speak to be understood; Listen to understand

Value our time together

Be Present; Be Engaged

Safe Space for Meaningful Conversation

Challenges to Solutions

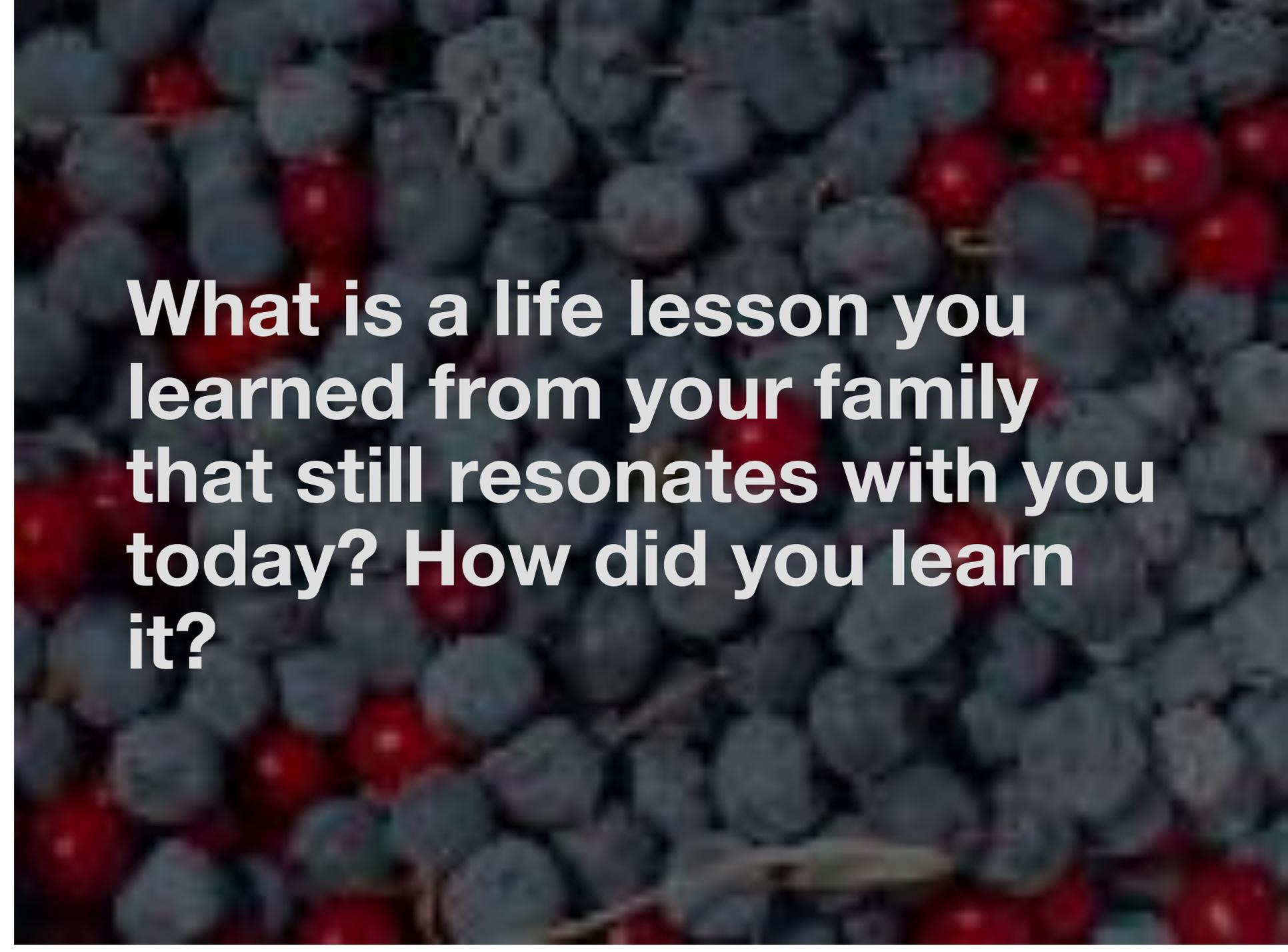
Takest thou hats off

Our Value of Humor Helps Us

We are responsible for our own experience

Take care of staff; take care of each other

Adapted from First Alaskans Institute



What is a life lesson you learned from your family that still resonates with you today? How did you learn it?



Family Partnership: The Opportunity

**Zaretta Hammond: Culturally
Responsive Teaching and the Brain**

Brain Science and Education Science

Ao Tearoa- New Zealand

First Alaskans Dialogues

**Place-based Programs in Alaska and
Nationally.**

Alaska Culture Bearers





Stronger Together: The Power of Family and School Partnerships (6 Building Blocks)



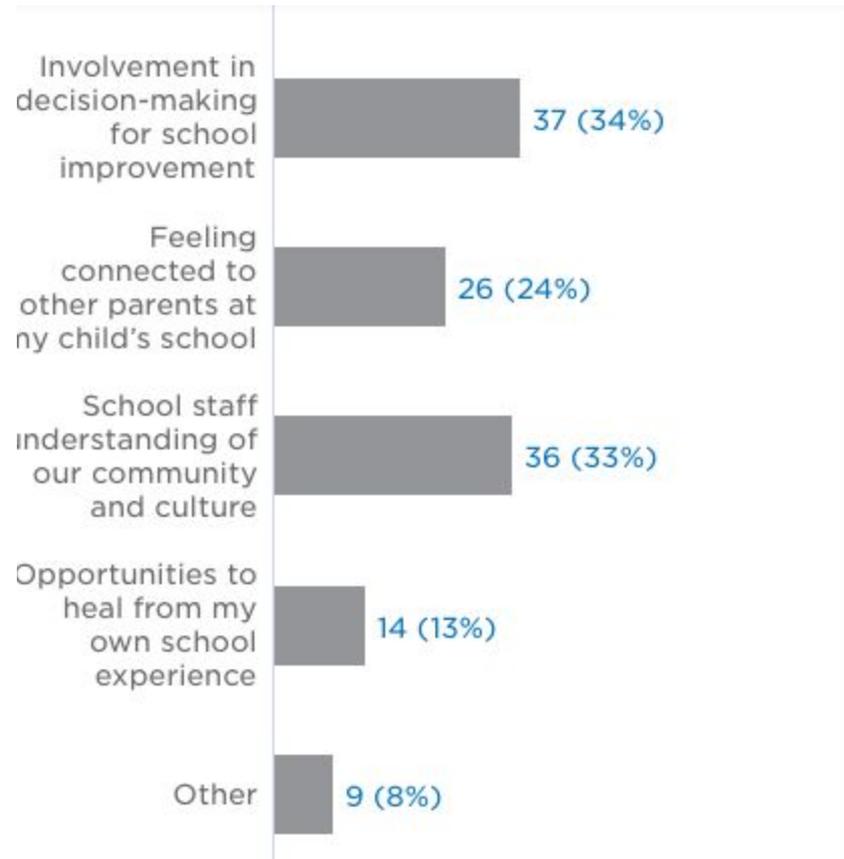
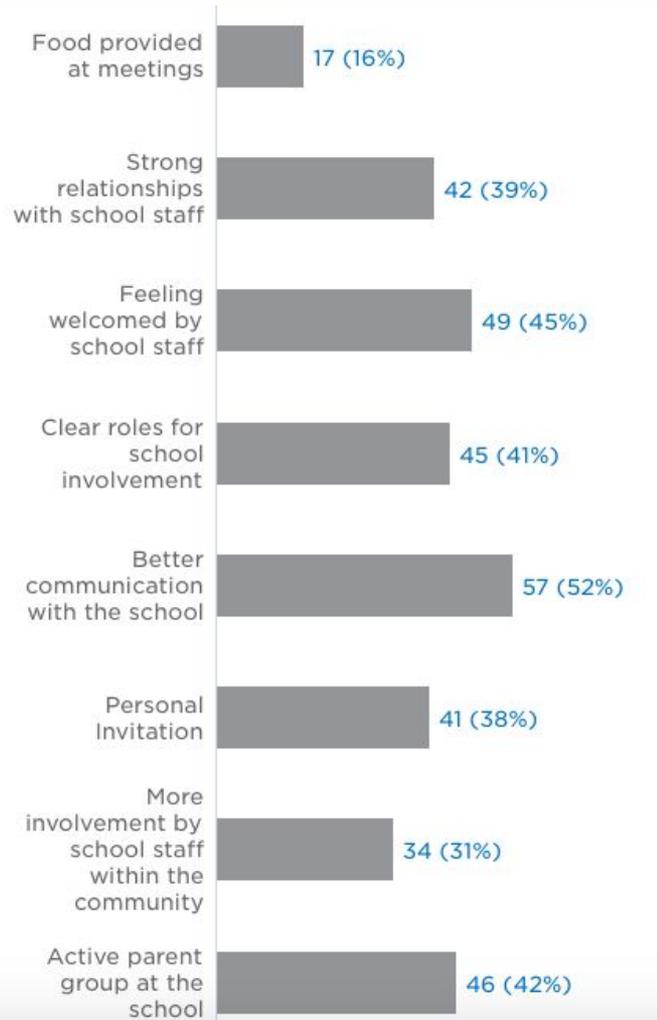
FAMILY PARTNERSHIP BUILDING BLOCKS (During Covid-19)

- *Embedding a Mindset*
- *Relationships*
- *Culturally Responsive Partnerships*
- ***Links to Learning (& Place)***
- *Building Confidence and Skills*
- *Co-Regulation (Regulating Emotions Together)*



Relationship Foundations- Building Your Core

What would help you be more involved in school?





FAMILIES AND PLACE PROVIDE CONTEXT
& MAKE LEARNING STICKY

NUMBER SLIDES



Families Already Share Knowledge With their Children



Build on
Existing
Neural
Pathways
and Get
Ready to
Elaborate

What are we doing to link families to learning?

- Families are told how important they are to their child's academic, social and emotional, physical and cultural outcomes.
- There are brochures in regionalized language that explains the learning in each subject and homework tips and ideas for extension activities.
- Families can suggest topics or thematic topics to match key standards.
- Families can access a lending library to carry out extension activities.
- Families, students and school staff understand each other's communication needs and learning styles.
- Textbooks are available to borrow for each grade level. Support is requested to adapt content to local context.
- A standard practice is to ask children to “interview” family members about their experience or knowledge in key areas. Students translate their research into classroom activities.
- Summarize class results in the classroom newsletter.- celebrate learning, share classroom level assessment progress, and how families contributed to success.
- Organize child-and-family member community learning trips to learn together.
- Send home kits (recycled materials, useful objects kits, STEM kits, art kits etc) Build a birdhouse or jars to can fish, a beading project, storytelling project, etc.
- Issue special invitations to fathers for hands-on learning events.
- Create a youth service-learning project especially for families.
- Use families’ talents and expertise in designing and carrying out the project.
- Invite parents to a staff inservice on preparing young children for school, new reading strategies, trauma-informed training, or improving math skills.
- Communicate dot points of what participants learned & strategies for home.
- Have families post their own projects on social media
- Text fun ideas to families once a week; create a facebook live recording.

What does the data tell us?

- Your poll
- School Climate
- Stories of families

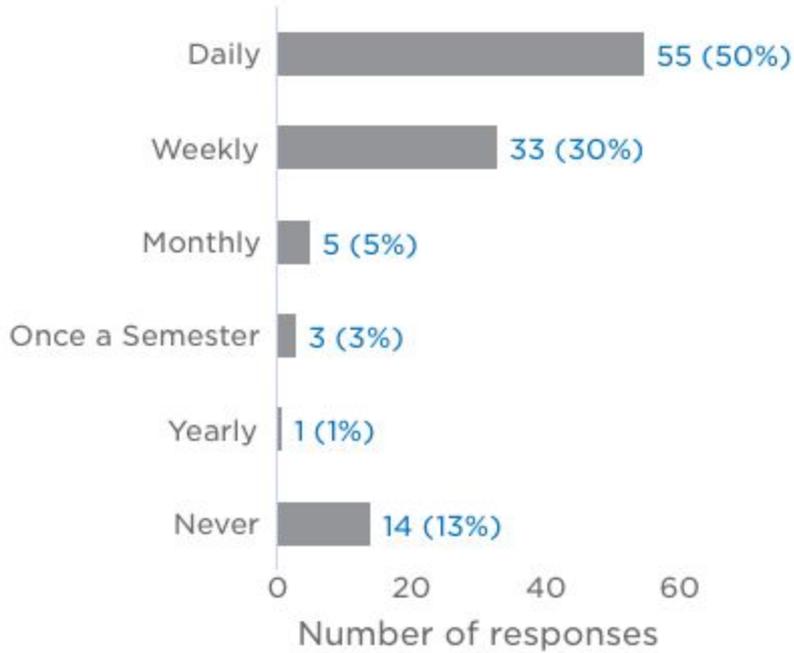
QUESTION

Unscored



How often do you help your child with school work?

Answer distribution



"I know how to get Travis to help at home but I was just not sure how to help at school. I wasn't even sure if my help was wanted. Then one year she gave me lots of tricks to help. I was able to give her some too."

- Mom

How did family members respond to each question?

Sorted by Survey order -- First to last --

QUESTION

> This school values the language and culture of my family.

65%
responded
favorably



QUESTION

> This school teaches about the history and culture of people who live in my community.

44%
responded
favorably



QUESTION

> I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.

36%
responded
favorably



QUESTION

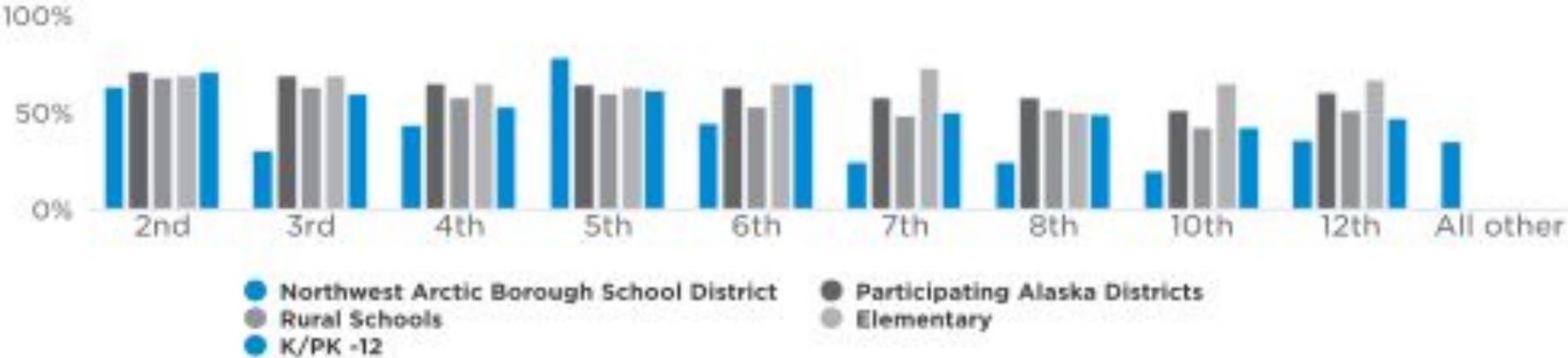
> My child's teacher makes an effort to represent my family's culture in class lessons.

41%
responded
favorably



Breakdown by Student Grade

Percentage favorable responses for this question



Linking Learning to Family & Place



Place-based Learning: is as a way to bridge the disconnect between learning content and authentic applications to learning.

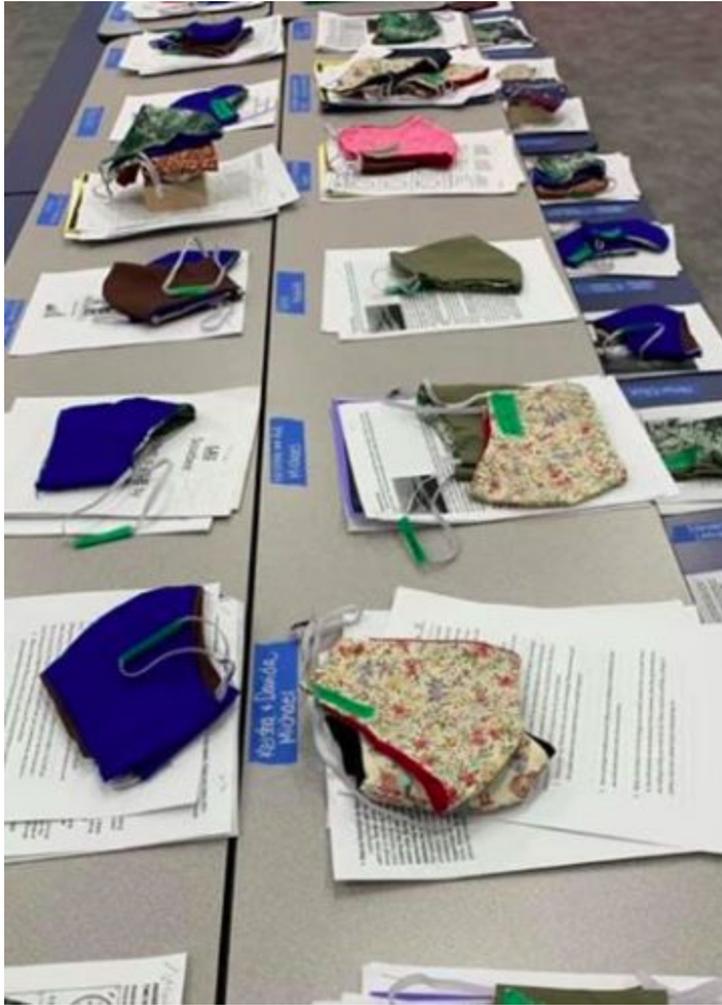
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Place-based and Project-based Learning

- The ideal setting is in the community, the home or natural environment. It is the classroom.
- The local language, history, modern day cultural practices, and environment are used to meet learning standards.
- Classes look at activities that students encounter daily.
- Students work to address real world problems.



Families Have Generations of Knowledge



GETTING STARTED

START SMALL AND BUILD

- BUILDS READINESS
- INCORPORATES LOCAL LANGUAGE AND CONCEPTS
- ADAPTS & CO-CREATES MATERIALS
- PROVIDES EXPERIENTIAL FAMILY EXPLORATION IN PLACE
- ACCESSIBLE SUPPLIES
- CONNECTS TO COMMUNITY
- SOLVES LOCAL ISSUES



Words and
Concepts are
Commonly Used
to Describe the
Area of Study

BUILDING READINES TOGETHER



Student Readiness (non-covid):

- Assessment
- Field Training- How to learn outside
- Career Portfolios
- Project Planning
- Technology Skills
- Team Building
- Key competencies (safety training)
- Food Handlers Card
- First Aid

Family Readiness

- PBL Learning
- Learning Standards
- How to Learn and Play Outside
- Role of families, student, & staff
- Resource and asset mapping
- Celebration of Learning

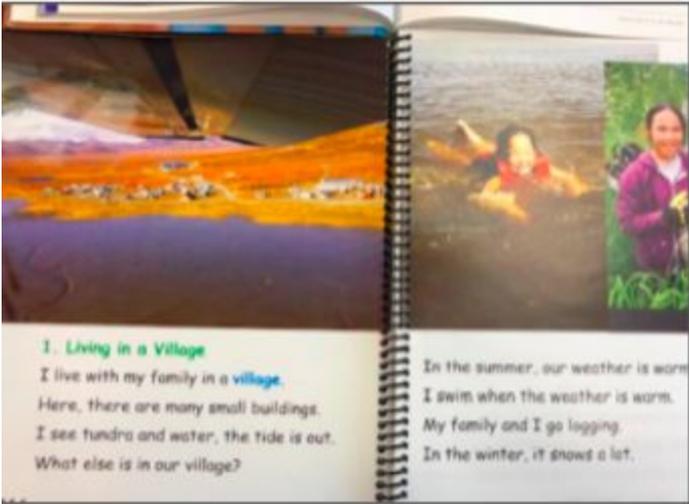
Staff Readiness:

- Assessment For Project- Scoring Guides, Rubrics, and Observation
- Collaborative Times- 3 - 4 times per week
- Teachers work as team towards vision
- Modeling from those most comfortable with PBL
- Culturally Resonsive
- Trauma Informed
- Personalized Learning



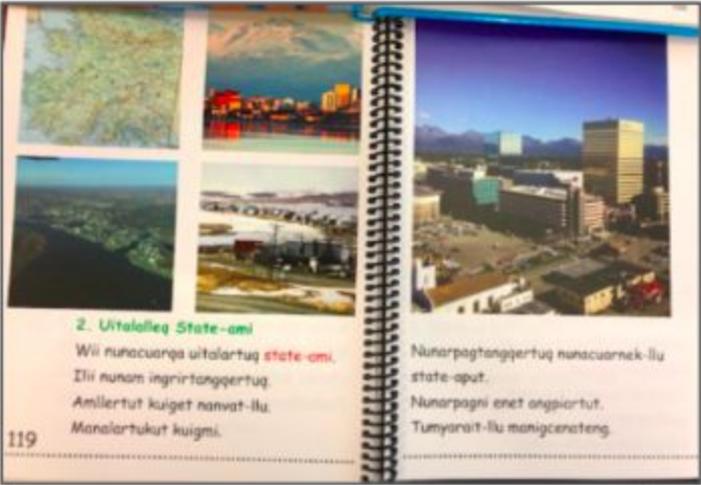
Links to families interests,
foods, history, and place

MATERIALS AND CONTENT ADJUSTMENTS



LKSD localized Text

Adjustments of Text



CO-CREATED



Read by
Natalia



Read by
Leon

Mer'em acianun tevirruuq. Uternginanemteni, yaaqvaarni tangellruukut malrunritnek ungunssit. Tamakunek aptellruaqa aataka. Qanellruuq nakuksuitaitguq yuut taugam piyatateng kuskukunegteki.

It disappeared under water. On the way home, we saw two of the creatures in the distance. I asked my father about them. He said they would not bother people unless they were protecting their young.

12.



TIED TO HANDS ON
EXPERIENCES AND EXTENDS
EXISTING KNOWLEDGE

HAVE SOME ELEMENTS OF PLAY & CREATIVITY



#YKSDOUTSIDE

#YKSDREADS

READING DAY

Take a picture reading with someone!



OUTSIDE DAY

TAKE A PICTURE DOING SOMETHING OUTSIDE

#YKSDGAME

GAME DAY

Take a picture of you playing a game!

#YKSDCREATE

CREATION DAY

TAKE A PICTURE OF SOMETHING YOU CREATED: ART, BAKE, ETC

CONNECTS AND CELEBRATES TOGETHER



association of
ALASKA
school boards

SETS CLEAR EXPECTATIONS

Yakutat Summer Explorers **Distance Learning Edition!** (Yes! It's happening!)

This summer have the tools for exploring sent right to your home

Students will receive the following (and more!):

- *a backpack full of explorer gear

- *a Daily Summer practice workbook to keep up on grade level skills before next school year

- *STEM (Science, Technology, Engineering and Mathematics) kits

 - * a weekly newsletter outlining a local Yakutat habitat to explore and learn more about in English and Tlingit

When: June 3rd to July 10th

Who: All incoming Kindergarten through 6th graders

Sea Week with Avery! She picked the starfish to do her research paper on.





SOLVES LOCAL ISSUES:

Links to Valued Skills, Tools,
& Knowledge



CHAT: WHAT ARE YOUR UNIQUE OPPORTUNITIES



START SMALL AND BUILD

- BUILDS READINESS
- INCORPORATES LOCAL LANGUAGE AND CONCEPTS
- ADAPTS & CO-CREATES MATERIALS
- PROVIDES EXPERIENTIAL FAMILY EXPLORATION IN PLACE
- ACCESSIBLE SUPPLIES
- CONNECTS TO COMMUNITY
- SOLVES LOCAL ISSUES

What can you incorporate into your planning process?

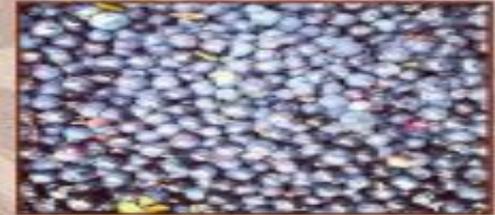
How will this change the student and family experience?

A NOTE ON SUPPLIES, RESOURCES, AND ACCESS



#OldWaysSummerDays

TLINGIT & HAIDA CHALLENGE



Tlingit & Haida's #OldWaysSummerDays Challenge encourages tribal youth (ages 12 - 27) to stay active by participating in traditional activities (fishing, berry picking, beading, formline, dancing, etc.). Share a photo on social media using the hashtag #OldWaysSummer Days for a chance to win some great prizes!

HOW IT WORKS:

- Participate in a traditional activity and post a picture of the activity on social media using the hashtag #OldWaysSummerDays.
- Each time a youth uses the hashtag, they'll be entered into the drawing (maximum entries 10).

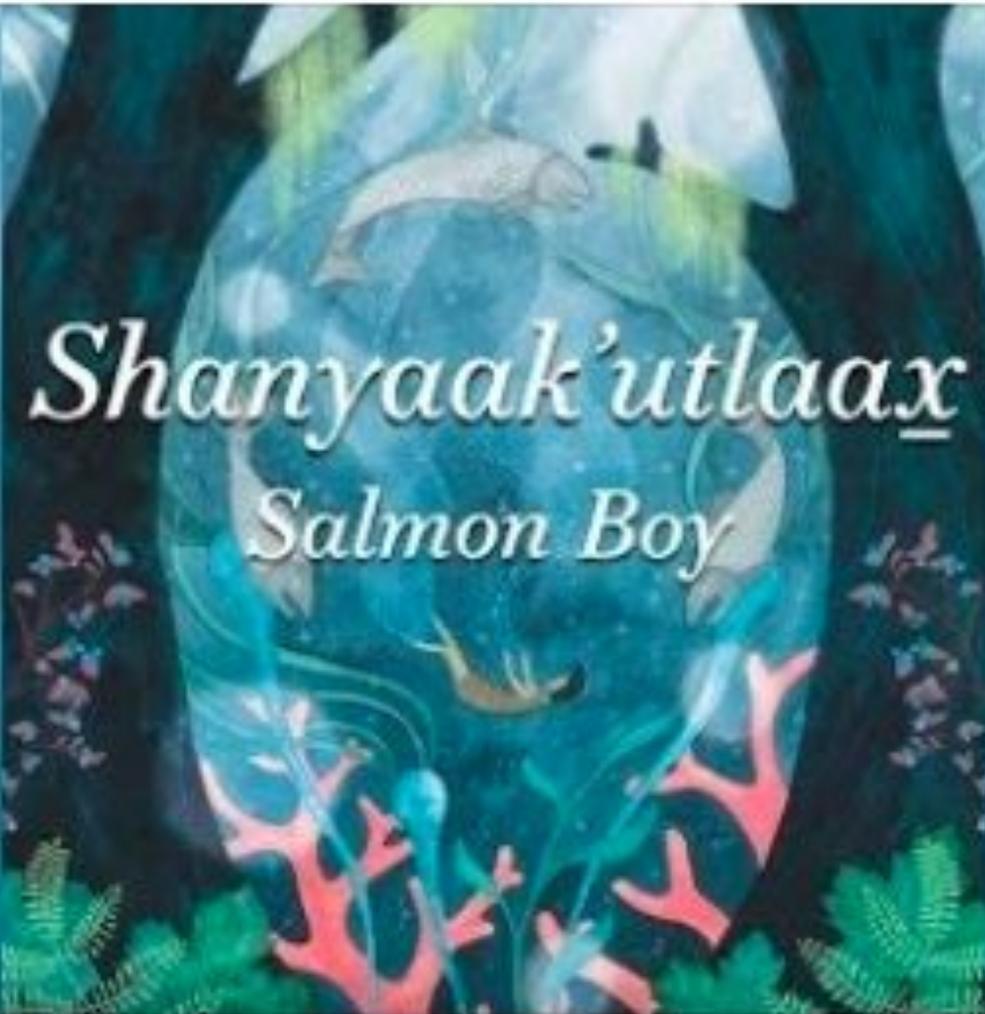
PRIZES:

- 1st: 13" Macbook Pro
- 2nd: 11" iPad Pro w/ Keyboard
- 3rd: 13" Google Pixelbook Go
- 4th: 13" Google Pixelbook Go
- 5th: GoPro Hero 8 Black Bundle
- 6th-10th: \$100 Visa Gift Card



Need a break today? How about listening to a book?
"Shanyaak'utlaax - Salmon Boy" read in Tlingit with English subtitles
is available from Sealaska Heritage on YouTube. Enjoy!

<https://youtu.be/iGH8cmKKZ78>

The image shows the cover of a book titled "Shanyaak'utlaax Salmon Boy". The cover art depicts a large, detailed salmon swimming in a stream. The stream is surrounded by lush green ferns and vibrant red coral-like plants. The background is a dark, dense forest with tall trees. The title "Shanyaak'utlaax" is written in a large, elegant, white serif font, and "Salmon Boy" is written below it in a smaller, similar font. The entire scene is framed by a dark, textured border.

Shanyaak'utlaax
Salmon Boy

LEARNING GOALS LESSONS APPROACHES

TO STUDY THE LOCAL ENVIRONMENT

1. We pick sites that the students know and sites that they can't get to on their own.
2. Every summer we have a theme that we work around. Last summer it was wetlands.
3. Each week has an essential question that we aim to answer.

Summer Explorers Essential Questions 2019

- * What is a wetland and why is it important?
- * What's in wetland water?
- * How does a wetland work?
- * Where did those tracks come from?
- * How are humans and wetlands linked?



Háa uu íjáng (It's Me) Project

Part II: Presentation PowerPoint

This project will have about 4 parts:

- 1) Playlist (which will become your soundtrack)
- 2) Presentation
- 3) Short Film
- 4) Poster

For Part II: You'll be designing a PowerPoint Presentation.

Step 1: Select your theme. The theme should reflect your personality. If you don't see any that you like, there are some online that you can download. You also can alter themes. Try to make your theme match your playlist. If all your playlist is fast and happy, make your slides that way. If your playlist is eclectic, make your slides that!

Step 2: Create the following slides- right now they can just have titles. The details will come later.

Title Slide - Covers photo of you, your full name, and Háa uu íjáng (It's Me)

Slide 1- My Homeland

This can be done however you want to do it.

Slide 2- My Culture

Describe your heritage with an image level one and 2 images.

Slide 3- My History

This is your own choice. 2-3 images and a few lines about where you've been.

Slide 4- My Family

Describe how you grew up. 1-2 images and any images you want.

Slide 5- My Beliefs

This can be about anything you believe. Faith, politics, brands, the environment, the world. Anything that you believe strongly.

Slide 6- My Future

What you're going to do or do in the next 10 years.

Slide 7- Video Introduction

Directions for this will be next in Part I. For now, just create the slide where the introduction will be.

Slide 8- Finishing Quote or Closing Words

Step 3: Select a transition you like and insert a transition between each slide. Please use the same transition throughout your presentation.

Step 4: Make sure your work is saved to your desktop. You'll be working with this throughout the rest of the week.

NOTE: You are welcome to title any of the slides above in your own words. However, they have to have the same information. For example, "My Homeland" might just be called "Hydeburg" or "Prince of Wales and".

HOW WILL YOU ADAPT YOUR LESSON TO LINK TO FAMILY AND PLACE



ACTIVITY 2 and Resource 2